



LEADERSHIP FOR IMPLEMENTING KNOWLEDGE MANAGEMENT STRATEGIES IN THE KINGDOM OF SAUDI ARABIA

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PhD Thesis

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**A thesis submitted in partial fulfilment of the requirements of the University of
Wolverhampton for the degree of Doctor of Philosophy (PhD)**

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DEDICATION

This thesis is dedicated to my father Mr Mushabab, my late mother Mashaqah, my wife Asma, my son Majed, my daughters Saba, Sarah, and Ameerah, and my sisters Sabah, Salehah, Afaf, and Nouf and brothers Abdullah, Fahad, Ali, Naif and Nawaf.

ABSTRACT

The Kingdom of Saudi Arabia (KSA) government aims to improve the current public service delivery and to achieve the Saudi's Vision 2030, the KSA needs to extend on knowledge management (KM) strategies and programmes. However, the key to successfully embracing these changes and guide them to transform into twenty-first century public sector organisations would require visionary, innovative, creative, and dynamic form of leadership. Although featuring strongly in the popular media, trade, professional, and academic journals, the very concept of 'leadership' in the context of KM is elusive for the KSA public sector organisations. Therefore, the aim of this research is to investigate the roles of leadership for implementing KM strategies in the KSA public sector organisations. Given the new and unexplored nature of the research problem, a qualitative research methodology was adopted. In total, 42 semi-structured interviews were conducted to collect data, which was then analysed using content analysis along with Interpretive Structural Modelling (ISM) for inference and conclusion.

As revealed in the study, the critical success factors (CSFs) for effective implementation of KM strategies are broad, but nine key CSFs stand out. The association between the identified factors is established by employing an interpretive structural modelling (ISM) methodology that is based on multi-criteria decision making approach. The research result indicated that 'leadership' and 'organisational culture' are the most significant critical success factors having highest driving power. These factors are deemed to be most-effective for adopting KM strategies in the KSA public sector organisations. It is evident from this study that there are many misconceptions of what leadership meant to them and their organisations in a KM context. Ten key roles leadership plays in implementing KM related change initiatives.

The main motivations for invest in leadership skills development programmes are to facilitate the growth of the department and retain staff. The key barriers for delivering knowledge leadership skills training programmes are time, cost, and culture. It is suggests that a more robust leadership training evaluation process would be desirable. A leadership skills awareness training tool was developed and validated. The research concludes that the leadership plays a key role in implementing KM strategies in the KSA. In order to meet the Saudi Vision 2030, KSA public sector organisations must show leadership. It is suggests that public sector wide awareness raising programmes on the concept of leadership needs to be implemented. Also, there is a need to re-assess the leadership skills required by the KSA public sector organisations. The existing education and training programmes in the KSA need some reorientation.

CHAPTER 1 : AN INTRODUCTION TO THE STUDY

This opening chapter discusses the background and justification for leadership for managing knowledge in the Kingdom of Saudi Arabia public sector organisations. It also presents the research aim, objectives, and research questions. Furthermore, it highlights potential benefits of this current research. Finally, it presents the structure of the thesis.

1.1 BACKGROUND TO THE RESEARCH STUDY

The unfortunate convergence of increasing oil supply and weakening global demand has created an oversupplied market and caused a 55% decline in international crude oil prices (EY, 2017). The fall in crude prices has prompted the biggest leadership, economic and policy shake-up in the history of the Kingdom of Saudi Arabia (KSA). The KSA Government has cut the public sector bonuses and benefits for the first time since the collapse in oil prices, in a move that underlines the depth of the fiscal crisis facing the kingdom. Since 2014, oil prices have fallen by more than 50% and this loss of revenue has caused the Saudi Government to draw down its foreign currency reserves, return to the capital markets to issue bonds, raise taxes, reduce spending and greatly reduce subsidies offered on energy. Collectively, these actions have had an adverse effect on the domestic economy, causing GDP growth to slow, share prices to fall, pressure to mount on the currency and inflation to rise (Fattouh and Sen, 2016). The Government aims to reduce fiscal deficit by improving state efficiency, reducing costs as well as its state subsidies. Consequently, the KSA Government has announced an ambitious new strategy: Vision 2030 (Fattouh and Sen, 2016). The National

Transformation Programme (NTP) is a detailed strategy to implement the broader Saudi Vision 2030.

The NTP aims to reduce unemployment from 11.7% to 9% by 2020 and 7% over the following decade. Therefore, the KSA Government has the ambitious target of creating 450,000 private sector jobs by 2020 through the expansion of non-oil sectors. But, at the same time, it plans to decrease the civil service by 20%, as part of its aim of reducing the dominant role of the state. This is definitely a big challenge because Saudis have grown accustomed to working in the more 'relaxed' public sector environment. Furthermore, there has been a demographic shift in the workplace, whereby a large percentage of the working population will retire in the next five to ten years. This has created unrest among the public sector organisations when faced with seeing their best employees depart. In addition to this, climate change, the knowledge economy and commitment to the principle of sustainability all pose profound strategic challenges for the public sector organisations in the KSA and beyond. Therefore, to address these issues and challenges, the KSA public sector organisations have to modify and/or amend many strategic, structural, financial and operational changes.

As organisations try to meet these complex challenges, they need to be innovative. This often calls for the creation, use and exploitation of new knowledge. This calls for the KSA public sector organisations to institutionalise the tacit knowledge of the experienced civil servants who will soon be retiring, passing that knowledge on to new staff through various training and mentoring programmes. The management of knowledge is, therefore, increasingly considered an important source of sustainable competitive advantage (Hamel and Prahalad, 1994; Nonaka and Takeuchi, 1995; Remenyi, 2017; Harper and Trees, 2018). To take advantage of the opportunities that a

knowledge-based economy and society can bring, the public sector decision-makers need to take the initiative and identify the new techniques and technologies of Knowledge Management (KM) and adapt them to the public sector management particularities. Therefore, the KSA public sector organisations need to aware of the benefits of setting organisation-wide KM goals and strategies, which involve viewing knowledge as a “significant competitive differentiator and resource of wealth and value-creation” or they will risk falling behind the dominant practices in the private sector (Riege and Lindsay, 2006).

1.2 JUSTIFICATION FOR THE STUDY

According to Drucker (1995), knowledge has become the key economic resource and the dominant, perhaps even the only, source of competitive advantage. It has been observed that at the heart of an organisation’s strategy process is a force, which has been termed as the “knowledge force”, which is powered by the knowledge workers. Today, public sector organisations are also known as knowledge-based organisations and knowledge is as critical a resource to public sector organisations as it is to private sector firms (Siong et al., 2011). Knowledge is one of the building blocks for an organisation’s success and acts as a survival strategy in this knowledge era (Witherspoon et al., 2013). Therefore, knowledge resource resides in employees’ minds and organisations have to utilise this valuable resource for their competitive advantage (Lin and Hwang, 2014).

Ragsdell et al. (2014) noted that knowledge and know-how cannot simply and freely be flowed and shared among colleagues in organisations. Knowledge is the act of knowing or being aware or familiar by learning from experience or association. Knowledge has

been defined as the factor that enhances an individual's capabilities for taking effective actions (Alavi and Leidner, 1999). Davenport and Prusak (1998) view knowledge as an evolving mix of framed experience, values, contextual information and expert insight that provides a framework for evaluating and incorporating new experiences and information. They found that, in organisations, knowledge often becomes embedded in documents or repositories and in organisational routines, processes, practices and norms. They also say that, in order for knowledge to have value, it must include the human additions of context, experience and interpretation.

Nonaka and Takeuchi (1995) explained two dimensions of knowledge, explicit or tacit. The explicit knowledge is clear and direct. It is organised and well-structured; hence, it is easily communicated. The second dimension of tacit knowledge is hard to be explained and interpreted. It is not easily communicated and is based on the individuals' experience, emotions, values and the ideals which they espouse. Madhoushi and Sadati (2010) state that KM is a planned and well-structured process that includes managing the construction, designing, disposal and transfer of explicit as well as tacit knowledge in order to gain competitive advantage and encourage innovative ideas.

Jashapara (2011) highlights that knowledge is considered as a critical and important factor in organisations for competitiveness and economic growth underlying innovation. Wiig (1997) argued that knowledge will be the key to success in the twenty-first century, due to knowledge generating a value for the organisation when it is employed. Egbu (2012) noted that knowledge management is the interrelated cyclical and iterative processes by which knowledge is identified, capture, codified, stored and disseminated for the benefit of the organisation. Chase (1997) noted that knowledge management is a

discipline that some industries and people adopt in order to encourage people to share knowledge or any ideas with the purpose of creating value-added products and services.

Alavi and Leidner (2001), in their seminal work, concluded that KM involves distinct but interdependent processes of knowledge creation, knowledge storage and retrieval, knowledge transfer and knowledge application. Van der Spek and Kingma (2000) state that the main objective of KM is to arrange, orchestrate and organise an environment in which people are invited and facilitated to apply, develop, share, combine and consolidate knowledge. This application of knowledge, in turn, leads to innovation in the organisation. Similarly, Jennex (2006) defined KM as the practice of selectively applying knowledge from previous experiences of decision-making to current and future decision-making activities with the express purpose of improving the organisation's effectiveness. For the purpose of this research, KM is defined as "a systematic and integrative process of coordinating the organisation-wide activities of mapping, capturing, and sharing knowledge by individuals and groups in pursuit of the major public sector organisational goals and objectives."

Authors such as Riege and Lindsay (2006), Remenyi (2017) and Harper and Trees (2018) suggests that four reasons why KM is currently receiving increased attention in public sector organisations include: to drive efficiencies; to develop new outdated systems to improve the overall performance and a more easily accessible knowledge base; to improve accountability and to mitigate risk by making informed decisions and resolving issues faster; and to deliver better and more cost-effective services and a higher level of responsiveness to the public and, thereby, to demonstrate the responsible use of taxpayers' money. Thus, KM is a natural solution for improving operations and enhancing citizen's satisfaction. The management of both explicit and implicit

knowledge is a crucial aspect of the public sector in developing their competencies. However, Sandhu et al. (2011) noted that the focus on public sector organisations seems to be relatively low as compared to private sector organisations. The common challenges faced by the public sector organisations are: handling workload with fewer workforces and building sound relations and collaboration with the stakeholders.

Sandhu et al. (2011) further noted that the key reason for this limited focus is because of the not-for-profit nature of the public sector organisations. However, it is important to take note that, today, the KSA public organisations, are not only regarded as knowledge-intensive organisations, but also deal with excessive retirement and attrition due to policy changes. Therefore, it is of strategic importance to capture and share the knowledge of departing experienced employees. However, Yahya (2009) noted that, in the Middle East and North Africa region, over two-thirds of organisations are evaluating the need for KM, but less than a third have or are currently setting up a KM programme. Milner (2000) suggests that the lack of enthusiasm to adopt KM in the public sector is directly linked to the required achievement of innovative and creative outcomes through the sharing of tacit knowledge, “knowledge-rich open and creative operating cultures.” Zack (1999) noted that the greatest barrier to implementing KM was the lack of fit between an organisation’s strategy, its structure and culture. Seba et al. (2012) found that organisational structure, leadership, time allocation and trust could be barriers for KM in the Dubai police force. Although there is no doubt that KM plays a greater role within public services, there is little research and few guidelines on how KSA public sector organisations can develop more effective KM strategies, policies and programmes.

The Kingdom of Saudi Arabia has modernity and tradition moving together (Alatawi et al., 2013). The state functions on the basis of Islamic rules, but, in addition, many modern organisations are working to implement and share knowledge in order to grow. Furthermore, to improve the current KSA public service delivery and to achieve the Saudi Vision 2030, the KSA needs to extend its KM strategies and programmes. Therefore, there is a great need for empirical research that can serve as a basis for further development of policy on KM among the KSA public sector decision-makers. Hence, the present research aims to explore the Critical Success Factors (CSFs) for effective implementation of KM strategies in the KSA public sector organisations. The KSA organisations have been implementing KM solutions, but they face a number of issues and challenges, such as organisational culture, technology barriers and weaknesses in leadership's lack of learning activities (Ministry of Economy and Planning, 2017).

The idea of identifying CSFs as a basis for determining the information needs of managers was popularised by Rockart (1979). CSFs are those factors which are critical to the success of any organisation, in the sense that, if objectives associated with the factors are not achieved, the organisation will fail - perhaps catastrophically (Rockart, 1979). Digman (1990) defined CSFs as the areas where things must go right in order for the business to flourish. Critical success factors are defined as the handful of key areas where an organisation must perform well on a consistent basis so as to achieve its mission (Gates, 2010). Oakland (1995) defined them as what the organisation must accomplish in order to achieve the mission by examination and categorisation of the impacts. He added that they are the minimum key factors or sub-goals that the organisation must have or need, and which, together, will achieve the mission. Alazmi and Zairi (2003) noted that CSFs are aimed at creating a KM environment that provides

organisations with some sustainable competitive advantage through the continued creation of knowledge, maintenance of current knowledge assets and creating an environment in which the KM function can survive and grow. In the context of the implementation of KM strategies, CSFs represent the essential ingredients without which a project stands little chance of success.

Neef (1999) noted that a knowledge-based revolution is taking place, and it comes in a matching set: KM for organizations and the knowledge-based economy for nations themselves. Both are part of a major evolutionary economic movement which is beginning to reshape the global economic structure, and KM should be seen as one of the most concrete and important set of practices and policies than an organization can adopt, marking a significant step in an organization's evolution toward becoming a global, learning organization that can survive in the knowledge based economy. Kingdom of Saudi Arabia has modernity and tradition moving together (Alatawi et al., 2012). The state functions on the basis of Islamic rules. Besides that many modern organisations are working which implement and share knowledge in order to grow. Furthermore, to improve the current KSA public service delivery and to achieve the Saudi's Vision 2030, the KSA needs to extend on KM strategies and programmes. However, the key to successfully embracing these changes and guide them to transform into twenty-first century public sector organisations would require visionary, innovative, creative, and dynamic form of leadership. Although featuring strongly in the popular media, trade, professional, and academic journals, the very concept of 'leadership' in the context of KM is elusive for the KSA public sector organisations. Therefore, there is a need to facilitate the development of leadership skills in the context of KM. There is a great need for empirical research that can serve as a basis for further

development of leadership skills in a KM context among the KSA public sector decision makers. Henceforth, the present research aims to.

Hamel (2009) defined leadership as a process in which a superior attempts to influence his or her followers to establish and accomplish a goal. In the current turbulent business environment, leaders will no longer be seen as grand visionaries, all-wise decision makers, and iron-fisted disciplinarians. Instead, the leader's job is to create an environment where every employee has the chance to collaborate with key stakeholders, innovate, and excel. The leader's influence takes the form of motivation, facilitation, reward and consequences, it is a continuous, cyclical process during which working relationships should emerge and evolve. The leader is in a position of ultimate responsibility for the performance of their team and the accomplishment of their KM goals, and a good, highly skilled leader can amend and adjust their approach to overcome obstacles and ensure prosperity.

Organisation leadership form the foundation for successful KM implementation (Kim, et al., 2003). Ichijo and Nonaka's (2007) emphasises the role of leadership in building and managing knowledge in organisations. By reviewing the literature to provide a framework for assessing KM and KM success factors, Jennex and Olfman (2005) noted that leadership is one of the most important critical success factors. Yu et al. (2004) pointed out that both the support from high-ranking officers and the activities arranged by KM groups would influence the KM performance positively. Putting transformation and change in perspective helps people balance the fears and opportunities associated with change, and to make better choices about the way that they react. Leadership is everyone's job in an organisation, rather than the job of the leader, and it is hard to envision any degree of sustainability without it. Leadership is the essential ingredient in

creating thrill in an organisation, especially when the going gets tough. However, this factor is no different from that required in any other corporation driven by a strong vision (Collins and Porras, 1997).

1.3 RESEARCH AIM AND OBJECTIVES

The aim of this research is to investigate the role of leadership for implementing knowledge management strategies in the KSA public sector organisations. The specific objectives are:

- To evaluate the critical success factors for implementing knowledge management strategies in the KSA public sector organisations
- To investigate and document the perceptions of the KSA public sector organisations on the concept of leadership in a KM context
- To critically appraise and document the key traits of a successful leader in a KM context
- To investigate and document the key roles of leadership for successful implementation of KM related change initiatives in the KSA public sector organisations
- To investigate the key drivers that have fuelled the need for developing leadership skills in the context of KM context
- To investigate and document the knowledge leadership skills development training programmes that are available in the KSA public sector organisations
- To investigate and document key barriers to deliver knowledge leadership skills training programmes in the KSA public sector organisations
- To explore the current gaps in the leadership skills development programmes provision in the KSA public sector organisations

- To explore and document the evaluation of the knowledge leadership training programmes in the KSA public sector organisations
- To develop and validate a leadership awareness training tool for the benefit of KSA public sector organisations

1.4 RESEARCH QUESTIONS

A set of research questions were developed through a review of the existing literature to guide the research. Hence, the research study sought to collect descriptive data to answer and examine the following research questions: (see Table 1.1)

1. What are the critical success factors for implementing knowledge management strategies in the KSA public sector organisations?
2. What does leadership mean to KSA public sector organisations in a KM context?
3. What are the key traits of a successful leader in a KM context?
4. What are the key roles of the leadership for successful implementation of KM related change initiatives in the KSA public sector organisations?
5. What are the key drivers that have fuelled the need for developing leadership skills in the context of KM?
6. What are the current knowledge leadership skills development training programmes that are available in the KSA public sector organisations?
7. What are barriers to deliver knowledge leadership skills training programmes in the KSA public sector organisations?
8. What are the current gaps in the leadership skills development programmes provision in the KSA public sector organisations?
9. How the KSA public sector organisations are currently evaluate the knowledge leadership training programmes?

10. Is there a need for developing a leadership skills awareness training tool for the KSA public sector organisations?

Table 1.1: Traceability matrix of research objectives, research questions and chapter addressed

Sl. No.	Research Objectives		Research Questions	Chapter addressed
RO1	To evaluate the critical success factors for implementing knowledge management strategies in the KSA public sector organisations	RQ1	What are the critical success factors for implementing knowledge management strategies in the KSA public sector organisations?	Chapter 5
RO2	To investigate and document the perceptions of the KSA public sector organisations on the concept of leadership in a KM context	RQ2	What does leadership mean to KSA public sector organisations in a KM context?	Chapter 6
RO3	To critically appraise and document the key traits of a successful leader in a KM context	RQ3	What are the key traits of a successful leader in a KM context?	Chapter 6
RO4	To investigate and document the key roles of leadership for successful implementation of KM related change initiatives in the KSA public sector organisations.	RQ4	What are the key roles of the leadership for successful implementation of KM related change initiatives in the KSA public sector organisations?	Chapter 6
RO5	To investigate the key drivers that have fuelled the need for developing leadership skills in the context of KM	RQ5	What are the key drivers that have fuelled the need for developing leadership skills in the context of KM?	Chapter 7
RO6	To investigate and document the knowledge leadership skills development training programmes that are available in the KSA public sector organisations	RQ6	What are the current knowledge leadership skills development training programmes that are available in the KSA public sector organisations?	Chapter 7
RO7	To investigate and document key barriers to deliver knowledge leadership skills training programmes in the KSA public sector organisations	RQ7	What are barriers to deliver knowledge leadership skills training programmes in the KSA public sector organisations?	Chapter 7
RO8	To explore the current gaps in the leadership skills development programmes provision in the KSA public sector organisations	RQ8	What are the current gaps in the leadership skills development programmes provision in the KSA public sector organisations?	Chapter 7
RO9	To explore and document the evaluation of the knowledge leadership training programmes in the KSA public sector organisations	RQ9	How the KSA public sector organisations currently evaluate the knowledge leadership training programmes?	Chapter 7
RO10	To develop and validate a leadership awareness training tool for the benefit of KSA public sector organisations	RQ10	Is there a need for developing a leadership skills awareness training tool for the KSA public sector organisations?	Chapter 8

Legend: RO = Research Objective; RQ = Research Question

1.5 CONTRIBUTION TO KNOWLEDGE

Phillips and Pugh (2010) identify a number of ways in which a PhD thesis may be considered original. The first of these is “setting down a major piece of new information in writing for the first time”. This thesis explores the role of leadership for implementing KM strategies in the KSA public sector organisations. The context is therefore of particular interest and this study makes a useful contribution to empirical knowledge. Given the roles of leadership for implementing KM strategies has not previously been studied from KSA public sector organisations perspective and its intrinsic interest, this thesis satisfies the Phillips and Pugh criterion for originality.

The study will be of benefit to individuals, managers and directors of the public sector organisations. The results of the study:

- This research has made significant original contributions, particularly on CSFs for implementing KM strategies in the KSA using an interpretive structural modelling (ISM) approach. It also gives valuable insight and guidance which will help the public sector decision-makers to accomplish KM strategies effectively.
- Improve understanding and awareness of the meaning of on the concept of leadership in a KM.
- Improve awareness of key traits of a successful leader in a KM context
- Increase understanding on the key roles of leadership for successful implementation of KM related change initiatives
- Improved awareness on developing leadership skills in the context of KM context
- Assist training department to identify and implement key knowledge leadership skills development strategies.

- The developed awareness tool provides broad guidance for the development of knowledge leadership skills. The framework could also help decision makers to craft and deploy key knowledge management strategies in the public sector organisations.

The outcomes of the current study have already been published in one referred journal paper, two book chapter and nine conference papers to academics and practitioners. This research has therefore contributed both to the industry as well as the academic community.

1.6 SCOPE AND LIMITATIONS OF THE STUDY

The empirical scope of this study is limited to the KSA public sector organisations. The unit of analysis adopted for this study is the ‘public sector’ and the embedded unit is ‘individual employee’. Therefore, this study does not report the differences between public sector and private sector approach to leadership for implementing KM strategies.

The research reported in this study is largely exploratory in nature. This is because of the inductive nature of the methodology adopted. The goal of this research is to answer the research questions rather than testing hypothesis. Additional research with more elaborate and articulated designs is therefore called for, to further explore the complex relationships with implementing KM strategies.

A leadership awareness training tool for the benefit of KSA public sector organisations was developed and validated. Even though the tool which has been developed and validated with experienced professionals, it has not been tested within an organisation.

Given that the research reported in this research is largely exploratory by nature and participants were managers, advisors, and directors only, the results presented are only tentative and of limited value for the purpose of generalisability.

Furthermore, attitudes and behaviours towards knowledge sharing vary across national cultures. Therefore, this may limit the applicability of the findings to other countries or regions.

1.7 STRUCTURE OF THE THESIS

The layout of the thesis is in a logical sequence, commencing with the introduction to the investigation in chapter 1 to the conclusions and recommendations in chapter 9.

Chapter 1 – explains the background and justification for the study. Then it discusses the research aim, objectives and research questions. Also, it highlights the contribution to knowledge, scope and limitations of the study and gives a brief overview of the other chapters.

Chapter 2 – Following the introduction, the second chapter reviews the relevant literature on the knowledge management and public sector.

Chapter 3 – This chapter focuses primarily on the topics related to leadership. Also, it presents the characteristics and traits of leaders; leadership theory, skills, and challenges. Furthermore, this chapter explores the concept of knowledge leadership.

Chapter 4 – discusses the research methodology that is used to empirically investigate the research aim and objectives. The chapter also discusses why a qualitative methodology was adopted. Furthermore, the sample size chosen for the study has been explained. Research process adopted for the study has also been described.

Chapter 5 – evaluates the critical success factors (CSFs) for implementing knowledge management (KM) strategies and structure the relationship between these CSFs for effective implementation of KM strategies in the KSA public sector organisations. The discussion is based on qualitative data obtained from the KSA public sector organisations. Overall, chapter 5 addresses objective 1. Finally, chapter 5 concludes with a summary.

Chapter 6 – present the concept of leadership, traits of a successful leader and the key roles of leadership for successful implementation of KM related change initiatives in the KSA public sector organisations. The results discussed in this chapter are based on qualitative data. Overall, chapter 6 addresses objectives 2, 3, and 4. Finally, chapter 6 concludes with a summary.

Chapter 7 –present the knowledge leadership skills development programmes in the KSA public sector organisations. It explores the key drivers that have fueled the need for developing leadership skills in the context of KM, current knowledge leadership skills development training programmes that are available, barriers to deliver knowledge leadership skills training programmes, current gaps in the leadership skills development programmes provision in the KSA public sector organisations, and evaluation of the knowledge leadership training programmes in the KSA public sector

organisations. The results discussed in this chapter are based on qualitative data. Overall, chapter 7 addresses objectives 5, 6, 7, 8, and 9 of this study. Finally, chapter 7 concludes with a summary.

Chapter 8 –presents the development and validation of a leadership awareness training tool for the benefit of KSA public sector organisations. The findings from the previous stages of this research study and literature findings were taken into consideration in the development of the training tool. Finally, chapter 8 concludes with a summary. Overall, chapter 8 addresses the objective 10 of the current study.

Chapter 9 – focuses on the conclusions and recommendations drawn from this study. It summarises the key findings of this research and also provides recommendations for the future research in the area of leadership for implementing knowledge management strategies in the KSA public sector organisations.

CHAPTER 2 : LITERATURE REVIEW ON KM AND PUBLIC SECTOR

2.1 INTRODUCTION

This chapter presents a thorough review of literature in the area of knowledge management (KM) and public sector. It explores the differences between data, information and knowledge; types of knowledge; key drivers; challenges; benefits; and key KM models. Also, it discussed the public sector in general and in particular to KSA, KSA vision 2030; and key issues and challenges for the KSA public sector organisations. This chapter concludes with a summary.

2.2 DIFFERENCES BETWEEN DATA AND INFORMATION, KNOWLEDGE AND WISDOM

According to the research by Thomas and Kunzman (2013), an important aspect that differentiates knowledge and wisdom is the fact that the prior which knowledge is based facts and ideas. It is the knowledge of a certain event or having an idea about its occurrence. On the contrary, wisdom is considered to be the knowledge of which facts are to be considered and the ones that can be related to one's own condition or the event which is in consideration. Furthermore, another aspect which is to be considered is the difference which data and information display. According to Cracknell and Reading (2014), data is considered to be the collection of facts and figures yet it is not segregated or interpreted into usable format. On the other hand, information is considered to be the form of data which has been interpreted or transformed into a usable format. The two terms have occasionally been interchangeably used yet are quite different from each other. The same has been observed to be the case of knowledge and wisdom.

Knowledge can be considered the compiled form of facts yet wisdom may be the applicable form knowledge.

2.3 TYPES OF KNOWLEDGE

According to the research of Acar *et al.* (2017), the understanding or awareness of something is known as knowledge. Knowledge can be information, description or fact. There are many ways to gain knowledge such as through perceiving, experience, discovering or learning something. It can be said that knowledge is theoretical or practical understanding of that particular subject. It has been highlighted by the research of Girad (2015) that the types of knowledge are the topic that has been debated over a period of time and even this debate can last for a long period as knowledge is considered as philosophical and there is contradiction regarding knowledge. However, there are a few types of knowledge had been acknowledged by everyone, are as follows:

- **Posteriori Knowledge:** In the view of Wang et al. (2014) posteriori indicate the meaning of “from which comes after”, it is a Latin word. It is, therefore, it refers to “what comes after experience”. More explicitly, this knowledge is derived from practical experiences. In addition to this, it is the knowledge that develops from direct observation which is not the case in logical or mathematical processes in which empirical evidence is not required.
- **Prior Knowledge:** As per the research of Birasnav (2014) priori refers to the meaning of “from before”, it is also a Latin term. It is different from posteriori knowledge because it is deduced from first principles. Henceforth, it is an assumption which comes before all the assessments, analysis or arguments.

- **Dispersed Knowledge:** The research of Chen et al. (2016) describes the fact that dispersed knowledge is a condition in which information is divided among different sources. It has not nay reliable source of truth. Because of the fast-moving nature of dispersed knowledge, it has existence in the financial markets. In addition to this, various people have different information about the company. It is, therefore, it is said that this knowledge creates uncertainty amongst investors of the company.
- **Domain Knowledge:** It has been highlighted in the research of Omotaya (2015) that domain knowledge is specifically related to a particular field. Domain refers to the meaning of a controlled area or particular area. It is, therefore it is said that domain knowledge is ability, understanding or information of specific field, activity, topic, profession or subject. Henceforth, this domain knowledge can never be used in the subjects of physics or mathematics due to the applicability of these subjects in a wide variety of problems. In addition to this, the research of Altay and Laborite (2014) mentions the fact that the domain knowledge is very much significant within that specific area however useless outside. For instance, skills involved in painting or expertise in software language.
- **Empirical Knowledge:** In the viewpoint of Wang et al. (2014) from the quantitative or qualitative observations, measurements or experiments this knowledge is attained. This term Empirical is derived from the Greek word and refers to the meaning of the experience. It helps in verifying to prove or the truth of the falsity of an argument.

- **Encoded Knowledge:** It has been described in the research of Altay and Laborite (2014) that encoded knowledge is conveyed by various symbols and signs such as codes of practice, notes, manuals, documents, and books. There is another name for encoded knowledge and that is collective explicit knowledge. In addition to this, encoded knowledge helps in producing a predictable and incorporated pattern of behavior and output in the organizations.

2.4 KNOWLEDGE MANAGEMENT: A REVIEW

As per Becerra-Fernandez and Sabherwal (2014), knowledge management refers to information that is converted into the knowledge that is actionable. It is a systematic approach that is used to implement and utilize the knowledge into the organization by using the ability, innovation and competencies of the individual on the organization. It is a process that is used to manage and transmit knowledge within the whole organization to improve the organizational performance in terms of profit, practices and productivity.

In order to implement effective knowledge management, solutions have been used within the organization that is used to store, capture and disseminate the information to improve the practices of the organization. The knowledge management system is used to provide value to the organization. In other words, the knowledge management can be described as combination and coordination of organizational structure its people and technological process to enhance innovation in the organization. It helps in adding value to the organization by sharing and using knowledge that will increase organizational learning.

It has been highlighted by the study of Kim et al. (2014) that knowledge management is a systematic way to improve the flow of knowledge to the people of the organization at the right time in order to get the effective result. It is used by the organization in order to improve the day to day business activities because it is used to make effective decision and make the flow of information easier for daily operations. This helps in creating value to the organization as it improves the productivity of the employees by enhancing the capability of the organization.

In the view of Birasnav (2014), knowledge management is a practice similar to the other practices of the management. It has become an important element for the organizations as it helps in achieving competitive edge by improving the capabilities of the firms. In addition to this, the knowledge management includes the sharing of knowledge which takes time and while sharing organizational information, it is important to have trust before sharing information. Therefore, the knowledge management system is being used by different organization to store the information, share it and make the work faster.

Moreover, the study conducted by Donate and de Pablo (2015) stated that knowledge management is approach for which various initiative has been taken by the organizations in order to improve the effectiveness and efficiency of the business. It is used to enhance organizational productivity by improving quality product or services. The authors further added that knowledge management can be used by the leaders to communicate the knowledge to the employees regarding organizational goals and objectives. The effective communication helps to transfer, store and implement knowledge to the organization. As a result, performance of the organization will increase with the enhancement of innovation. Furthermore, according to Kianto *et al.*

(2016), knowledge management is used to determine the knowledge within an organization and use it to contribute to the improvement of the performance. The knowledge management in the organization helps in encouraging organizational transformation because it increases creativity and innovation.

2.5 KNOWLEDGE MANAGEMENT PROCESS

Knowledge management is considered to be an important aspect of using knowledge in a tactful manner. Yet different knowledge possesses differing traits. Two prominent types of knowledge are considered to be explicit and implicit knowledge. In light of the research by Sanchez et al. (2013) the explicit knowledge is as the name suggests quite easy to express and share and can be easily articulated for other people and has lesser limitations to its transferability. On the other hand implicit knowledge is considered to be quite important yet difficult, it can be considered an application of the explicit knowledge which an individual has. The skills which are transferrable to another job can be considered to be an example of implicit knowledge.

There are a number of tools and methods used for knowledge management, but there are only two types of knowledge management named as “internal knowledge management and external knowledge management”. It has been mentioned in the research of Wang et al. (2014) that internal knowledge management is the type of knowledge management that is associated with an organization. It is used within an organization for optimizing knowledge share between employees, making the possible best use of skills of team members and boosting team collaboration. External Knowledge management is for the external environment of an organization such as customer dealing. In this system there is inclusion of sharing information, documenting information with customers for addressing important problems and provide best customer support. Both types of

knowledge have their significance for the organizations. It has been highlighted by the research of Girad (2015) that both of the type's internal knowledge management, as well as external knowledge management, is beneficial for an organization as the internal knowledge management increases the efficiency internally and external management provides outstanding experience to the customers.

2.6 KNOWLEDGE MANAGEMENT DRIVERS

Knowledge management is a systematic approach as it allows companies to organize information. It helps managers in designing strategies and further initiatives are taken according to it. In the view of Pantano (2014), information technology is one of the drivers of knowledge management as it allows the business to achieve a competitive advantage. However, information technology helps manager to keep information about its customers and also, through IT employees get information about the market and demand of customers. The changes in the market are rapid because of changes in technology and innovative product and service. With the help of information technology managers can get access of complete information effectively. The information technology kept all information in an aligned manner and help management in designing strategies according to changes in the market. In some of the study, it has been highlighted that market orientation and promotion of entrepreneur activities is also part of the knowledge management driver.

In addition, as per Pantano (2014), market orientation is based on three main activities: develop market intelligence (understand future demand of customers and also analyze their needs), dissemination of information among the employees and manager and organize the complete information (it helps to understand the demand of customers

effectively). According to the Ram et al. (2014), knowledge management help organization in maintaining the information and improve operations. With the help of knowledge management wastage of firm reduces which enhances the overall performance of the organization. However, one of the drivers of knowledge management is communication as it develops network and management share complete information with employees and stakeholders. In addition, hierarchy analyzes the needs of employees and provide them training according to that which enhances their performance.

As per the study of Donate and Pablo (2015), knowledge management is a discipline field to perform business activities and it is promoted at the global level. Knowledge management is adopted by organizations as it improves organizational practices and enhances quality. Through this, management is able to achieve a competitive advantage. Knowledge management implementation is not an easy task because management need a proper plan and strategy.

The leadership is one of the drivers of knowledge management which is used by an organization to perform operations effectively. Leadership is used by the hierarchy because leaders can provide direction to employees as it help them to perform activities efficiently. However, leaders have skills and a way to obtain objectives in a timely manner. Leaders also used information effectively which help them in setting goals for the organization. Leadership promote knowledge management practices and along with it encourage innovation for further development of the organization. The practice of leaders, motivate employees and develop their interest in organizational activities.

In the view of Lerro *et al* (2014), the knowledge management key driver is organized human resource. It helps employers in the management of organization structure and maintains capital assets as well. When an organization is able to maintain human capital in an effective manner, they can sustain in market and profit is likely to increase. Employees are able to achieve the organization goals on time as well as personnel maintain a relationship with customers. The complete knowledge allows managers to develop productive process and create more value.

The research of Donate and de Pablo (2015) highlights the fact that knowledge management sharing as the title depicts is the process of sharing knowledge through which the knowledge is shared and exchanged amongst the members and people of an organization. It has been highlighted by the research of Lai *et al.* (2014) that knowledge management includes the sharing of knowledge which takes time and while sharing organizational information, it is important to have trust before sharing information. Henceforth, the knowledge management system is being used by different organizations to store the information, share it and make the work faster. It is the process in which tacit or explicit knowledge is communicated to the other people.

It has been mentioned in the research of Chen *et al.* (2016) that there are a number of examples of knowledge management sharing such as writing research papers or books, making a presentation or speech or delivering a lecture, mentoring new employees; shadowing an expert, participate in a dialogue or in communities practice. It has been highlighted by the research of Altay and Laborite (2014) that it depends on the willingness and habit of the knowledge worker for exploring the knowledge sources. By awareness, articulation, guidance, and completeness knowledge sharing is determined.

2.7 KNOWLEDGE MANAGEMENT CHALLENGES/ BARRIERS

In the view of Asrar-ul-Haq and Anwar (2016), knowledge management plays a significant role in the organization and help managers in organizing resources and human capital. While the implementation of knowledge management hierarchy faces multiple challenges because trends in the market are continuously fluctuating. Also, the implementation of knowledge management requires skilful staff. The company can face a barrier while sharing and transferring information. The management faces the challenge because if useful information will be leaked, it leads towards loses. The knowledge management is focused on the transformation of information and fulfil the objectives of the company in an aligned manner. But, challenges rise when management does not have a proper channel of communicating information.

According to the Sindakis et al. (2015), knowledge management allows managers to maintain the quality of services with the help of innovation. It promotes sustainable development and promotes coordination among employees. However, it is a mechanism to resolve problems and introduce new technologies in the organization. But, the problem arises when management does not have staffs that have a specific skill set which is required to implement knowledge management effectively. It becomes a barrier to adopt knowledge management and to overcome that management need to take initiatives which can resolve issues. The corresponding cooperation between employees is important to polish their skills. Knowledge management also requires maintaining operations in an aligned manner. When the firm does not perform operations in an organized way, it is challenging to implement knowledge management.

In the view of Chang and Lin (2015), knowledge management firms require intellectual resources as a key for further development. It also helps management to achieve competitive advantage and they can take benefit from updated information. Knowledge management reduces manpower and improves the infrastructure of the organization. Through this, employees can provide services that are demanded by customers. The major issue which is raised while adopting knowledge management is the knowledge economy.

A knowledge economy can be defined as creating, evaluating and capturing information as it contributes to the further progress of the organization. The management needs to pay attention to the advanced technologies and competition in the industry. Also, they need to maintain the information which they are getting from knowledge management. However, when management does not get information which is useful or could not able to get appropriate information from the market, issues start raising in strategies development. It is a technical approach which requires proper management as well as how employers derive information through knowledge management is also a technique. If management is not able to utilize the information for KM it becomes a challenge itself.

Further, knowledge management can have a clash with the organization culture which is a major challenge that a company can face. It requires proper aligned working methods and communication must be promoted in departments. The knowledge management requires appropriate organizational culture in which employees are encouraged and have the intention to fulfil the objectives. Employees are likely to transfer information and perform activities in an effective manner. Also, they systematically manage information

as it is beneficial for future decision making and strategy development. Knowledge management requires a professional and supportive culture in which employees must be involved. The management can face challenges when they have different culture because of which KM can affect negatively on the overall organization. Knowledge management enhances individual learning and experience and it has an effect on further decisions and actions. Knowledge management is a resource that helps the organization in growth and sustainable development. The barrier can be raised in the implementation of knowledge management if an organization does not develop a supportive culture for each individual (Chang and Lin, 2015).

It is derived from the study of Hedman and Valo (2015), communication is a key for growth in knowledge management it plays a key role. It is a key to problem-solving and allows each individual to get an understanding of the organization objective. There is a specific way in which knowledge management work to adopt that most of the organizations use leadership as a strategy. The leaders resolve internal issues and communicate with employees. Leaders provide direction to employees for further development and action which they can take to perform their jobs effectively. If an organization is not adopting a specific leadership style they can face challenges in adopting knowledge management. However, while using knowledge management, the challenges do not raise only at the organizational level. The challenges can also rise at a managerial level because of lack of communication and different approach of working. The top managers must design one strategy which should be followed by all managers and employees to overcome the barriers and perform activities with sustainability.

2.8 KNOWLEDGE MANAGEMENT BENEFITS

It has been mentioned in the research of Birasnav (2014) that the people innovating, sharing, learning, collaborating, and reusing can benefit all the organizations. As has been described earlier, knowledge management has become crucial for organizations. There are many benefits that knowledge management to organizations such as it helps the organizations to enable faster and better decision making; it makes it easy for organizations to explore relevant resources and information. Furthermore, it enables organizations to reuse the documents, ideas, and expertise; it makes the organizations avoid redundant effort. It has been highlighted by the research of Chen et al. (2016) that it stops the organizations from making repeated mistakes. Through the help of knowledge management, important information can be communicated quickly and widely. It promotes the procedures, processes, and standards. It provides organizations with methods, examples, techniques, tools, and templates. In addition to this, it makes the scarce expertise broadly available.

Moreover, it helps an organization to show customers how knowledge is used in order to benefit them. It accelerates delivery to customers and enables the organization to leverage its size. It has been mentioned in the research of Omotaya (2015) that it makes the best problem-solving experiences or an organization reusable and it stimulates innovation and growth. All these benefits depict the importance of knowledge management within an organization. Knowledge management delivers particular information at the time through subscription, search, support, structure, and syndication, which provides the basis for better decision making.

The research of Altay and Laborite (2014) demonstrates the fact that when it is needed to analyze trends, respond to a customer, benchmark against peers, solve the problems,

critically think, understanding competitions, plan strategy, create new offering an organization often look for resources and information for supporting such activities. If it is easy to detect what is actually when an organization needs it, all these tasks can be performed easily. Furthermore, another benefit of knowledge management is reusing expertise, documents, and ideas.

It has been highlighted by the research of Wang et al. (2014) that one of the effective process has been developed, an organization wants to ensure that the process is used by other when similar requirement arises. If a presentation or document accomplishes in meeting the recurring need, then the presentation of the document is used for a similar situation in future.

It has been stated by the research of Donate and de Pablo (2015) that when it has been figured out how to address a problem, or a new product has been invented, or have known how to deliver a recurring service by the members of an organization, then that same product, solution or service is wanted by others to replicate as much as possible. The recycle is good environment likewise, reuse is beneficial for organizations as it helps in minimizing, rework, accelerates progress, save times and prevents problems.

It has been mentioned in the research of Altay and Laborite (2014) that one of the biggest benefits of knowledge management is that it helps the organization avoid making repeated mistakes. For instance, it has been stated by George Santayana that “Those who ignore history are doomed to repeat it”. It has been acknowledged globally as well as has been mentioned in the research that if an individual is not likely to learn from the mistakes, he or she will experience that mistakes over and over again. In addition to this, it has been highlighted by the research of Omotaya (2015) that

knowledge management allows an organization to share lessons learned, as well as not only about achievements but also about failure as well. For this purpose, it is necessary for the organizations to have a culture of reward, openness, trust and more importantly willingness to discuss what has been done wrong. The possible benefits are enormous.

For instance, lives can be saved and recurrences can be prevented if NASA learns the reason behind the explosion of space shuttle. Furthermore, future disasters can be prevented, if FEMA learns what was wrong to respond to Hurricane Katrina. Another example is of engineers that if they learn from the collapse of buildings and highways during earthquake, new and better buildings can be designed. Moreover, it has been highlighted by the research of Chen et al. (2016) that one of the greatest advantages of knowledge management is that it stimulates growth and innovation. Most of the organizations have an aim to increase their revenues however it becomes extremely difficult with the increase in competition and when industries mature. With the help of effective knowledge collaboration, sharing and delivery of information new information can be created which will help in stimulating growth and innovation.

2.9 KNOWLEDGE MANAGEMENT MODELS

There are several models of knowledge management the key models are explained below:

- **The Choo Sensemaking KM model:** In the view of Elezi and Bamber (2018), the Choo sense-making model was introduced in 1998 and emphasis on the importance of information and the way it can be used for knowledge creation, sense-making and decision making. A continual grouping of the three major principles develops the base of the strategic knowledge management for the organisation. The model suggested that knowing organisations are basically

referred to as the use of information strategically with reference to the three areas. The three major areas discussed in the model are strongly connected with each other and does play a strategic role in unfolding of the knowledge vision of the organisation. It is important for creating knowledge and focuses on taking knowledge development into extreme significances.

- In addition to this Dalkir (2013), focusing on sensing making is identified as the long-term goal with the objective that organisations will adapt and flourish on a continual basis within a dynamic and challenging environment. This can be achieved with different activities and interpretation and prospecting of the required information helpful for understanding and undergoing a change, trends and situations related to suppliers, clients, competitors and other relevant external actors in the environment. Moreover, knowledge creation is referred to as the process that gave leverage to the organisation for creating or acquiring, organising and processing information with an objective of generating new knowledge with the help of organisational learning.
- According to Sensuse *et al.* (2014), the last component of the model refers to the process of decision making. It is necessary that the organisation must acquire the most adequate option among the reasonable according to the strategies of the organisation. The process of decision making in any of the organisation is generally forced by the bounded rationally principle.
- **Stankosky and Baldanza Enabling Factors and Disciplines model:** In the view Mohajan (2017), the model was developed in 2001 and suggested a knowledge management framework which focuses on enabling factors like

culture, technology, leadership, learning, and organisation. As per the framework knowledge management includes a broad range of disciplines including communication, finance, economics, individual and organisational behaviour management, human resource, system and thinking along with other aspects.

- The model was basically developed on the basis that knowledge management and positive implementation of the mentioned factors. The beneficial factors of the model are on understanding the components and resources that are required for applying knowledge management in the organisation. Contradictory to this Kharabe, et al. (2016), stated that the model basically refers to the roadmap for knowledge management movement in any organisation is not properly discussed in the model, therefore, it raises doubts on the way knowledge needs to be managed followed by the implantation of knowledge management practices.
- In addition to this Atapattu and Ranawake (2017), stated that the four core foundation of any organisation which is necessary for KM includes leadership, technology, learning, organisation structure, and infrastructure. Leadership is basically responsible for practising the strategic planning and systems, thinking process, fostering the culture, making best use of resources which is helpful in developing open communication and team learning. Moreover, organisational culture needs to focus on facilitating individual interactions. Technology infrastructure is helpful in exchanging information without focusing on traditional structures. Knowledge is considered as the final pillar of learning which focuses on managing information for building-wide knowledge for the organisation.

- **Frid's Knowledge Management Model (KMM):** The model presented below is the Frid Knowledge Management Model (KMM). In relation to the Frid KMM it has been provided by Mohajan (2017) that the KMM by Frid can be divided into five levels. The multiple levels within the Frid KMM are considered to have a different extent of focus based on different aspects and situation in an organisation. Therefore, the five levels have described below in relation the research by Mohammed (2015):
 - Knowledge Chaotic: An organisation in this stage of KM is considered to have an excess amount of knowledge which is unorganised and is generally related to its goals and mission and vision. The organisation at this stage is yet to revitalise its prospects of knowledge management.
 - Knowledge Aware: Awareness in such an organisation has been harvested and the entity opposed to its predecessor is considered to have a higher knowledge of the information and can effectively departmentalise the knowledge accordingly.
 - Knowledge focused: Steeping ahead, such an organisation develops equivalent focus across multiple activities within an entity. Key areas are targeted including the use of the development of infrastructure and services, community knowledge dissemination and training to ensure that knowledge management effectiveness has prevailed throughout.
 - Knowledge Managed: The management of knowledge within such an organisation is strong and core focus is further narrowed to limited activities such as the process engineering, development rating and services along with support.

- **Knowledge Centric:** This is the Frid KMM it is the highest standard of maturity in terms of Knowledge Management which can be achieved and an organisation at such level has the highest integration of developing and fostering its intellectual assets and growth of KM practices throughout.
- **Kognut and Zander's Knowledge Management Model:** In light of the study by Mohajan (2017) it is important for an organisation to have the correct aspects of knowledge management in place. Therefore, the researcher has highlighted the details of the Kognut and Zander's KMM to ensure that the use of knowledge and its transferability is made easier which results in the firm to achieve a competitive edge within the market.

This study adopts Kognut and Zander's KMM. In light of the discussion by Pak *et al.* (2015), the KM by Kognut and Zander's develops a threefold aspect of importance which includes; the manner of coordination within an organisation for the activities, the manner in which communication takes place within the entity and the capabilities which an organisation has for supporting aspects of learning and transfer of knowledge throughout.

It can thus be observed from the model of creating knowledge and the ability to transfer it within various segments of the entity is considered integral. However, capabilities which help the entity to ensure the derivation of the suitable meaning for the organisation. In this regard, the Kognut and Zander's KMM has been more inclined to using various sub-divisions of the entity into the competitive edge of the organisation. The need to ensure that the use of the greater and more structured prospects of knowledge management is used to increase the growth of the organisation via the sharing of knowledge across the entity and helping it achieve its growth objectives.

2.10 PUBLIC SECTOR: A LITERATURE REVIEW

According to Alkraihi et al. (2013), the provisional or state, local, and national governments control a part of an economic system which is known as the public sector. The critical, universal services are encompassed by the public sector such as homeland security, firefighting, police protection, national defence, taxation, urban planning and other social programs (Alshehri et al. 2012). In accordance with the research of Northcott, and Ma'amora (2012), the public sector extends beyond the private sector in order to provide or produce certain services and goods.

The public sector issues and challenges have been intensified since decades as mentioned by the research of Scarlett, and Boyd (2015). The main issues and challenges faced by the public sectors include the shrinking budget, increasing public demands and expectations, lack of technology, people empowerment and so on (El-sofany *et al.* 2012). However, these are the most common issues faced by every country in the world.

In the view of Lamadah and Sayed (2014), as every country varies in terms of culture, population, policies, and so forth likewise, the issues and challenges faced by the countries differ. The reason for choosing this topic is to explore the issues and challenges faced by the public sector of the Kingdom of Saudi Arabia (KSA) so that the measure can be taken in order to solve. This chapter of the research entails the definitions of public sectors and the issues faced by them in general as well as in KSA in the light of different kinds of literature.

Public Sector Definitions: It seems quite challenging defining the public sector with one specific as it has been defined by many of the researchers in their contexts. The research

of Alkraihi et al. (2013), argues the fact that the definition of the public sector has been provided earlier but the context of the public sector has been defined by many of the researchers. In the view of Hvidt (2015), the public sector is based on the organisation that is operated and owned by the government as well as exists for providing services to the citizens.

Public sectors are run for the welfare of society (Alshehri et al. 2012). Their objective is to provide society with basic necessity such as education, health for free. However, another definition added by the research of Basamh et al. (2014), in the context of public sector of an economy that is responsible for providing a number of governmental services which include military and police services, health care, public transportation, infrastructure and so forth.

Theoretical Perspective and Evolution of Public Sector: In the view of Northcott, and Ma'amora (2012), the main objective of the government is to protect the citizens from the outside interference, provide for the happiness and well-being of the citizens and to provide for behaviour of everybody for citizens with the parameters. It has been argued in the research of Scarlett, and Boyd (2015) that this fact is taken wrong, by the policymakers as they fail in foreseeing unintended consequences.

Since it is a well-acknowledging fact that most of the time private sectors far better than the public sector because they are evaluated, and their motive is to maximize the profit (El-sofany et al. 2012). However, in the case of public sector, it does not happen as their motive is social welfare. Moreover, they are not even evaluated by the government. But it is crucial for the government to evaluate it. In most of the countries the performance of public sector is quite appreciable. However, the evaluation of the public sector can be done by both externally as well as internally.

It has been mentioned in the research of Lamadah and Sayed (2014) that public inquiries and policy reviews are the part of the evaluation which is done by the government. In addition to this, the term Evidence-based policy was introduced from United Kingdom, which is the process based on tracking the progress by evaluation techniques, making important adjustments as well as accessing the government action's effectiveness whilst learning lessons for the future.

Understanding Issues and Challenges: There are many issues and challenges faced by the public sector which are as follows:

Inefficiency of Management: It has been highlighted in the research of Issa and Al Abbar (2015) that the public savants have the responsibility to manage the public sector. It has been observed that public sectors suffer due to the delayed decisions by the management. As stated by the research of Al Athmay (2013) that the reason is because

of the managerial diseconomies in the public sectors which is the cause of improper management.

Excessive Control of Government: In the view of Sawan (2013), highlights the fact that the interference of government has been observed in the public sector's decisions. Furthermore, due to the complex process in the public sector, it takes times to make the decisions as per the statement of Al-Shboul et al. (2014). Henceforth, the control of the government must be confined to key points and basic issues.

Lack of Technology: According to the research of Alsenaidy and Ahmad (2012), the crucial fact that has been acknowledged is about the importance of technology as well as innovations in this era. For economic development, technology and innovations are must (Al-Asfour *et al.* 2017). However, these both are the aspects which are lacked in the public sector; the reason is a lack of competition and monopoly. Unlike private sectors in which these elements make sure on prior basis as their purpose is to maximise the profit and to reduce the cost which is not the case in public sector due to the job security of the government employees (Alshehri et al. 2012). They don't even bother to think of these sides.

Political Interference: One of the most critical issues faced by the public sector is political interference, the fact which has been mentioned in the research of Alshomrani and Qamar (2013). In addition to this, the fact which has been observed by the public as well as has been mentioned in the research of Lamadah and Sayed (2014) that the public sectors have become the medium for the political parties to fulfill their objectives. This results in the wastage of the resources.

Lack of Efficiency: According to the research of El-sofany *et al.* (2012), the main objective of the public sector is social welfare, they are not for generating the profit. Even if it in-curred losses, it gets overlooked by the government. On the other hand, much efficiency is seen in the private sectors because of the competitiveness in the market (Scarlett, and Boyd, 2015). However, this factor lacks in the case of public sectors that cause them to be inefficient.

Managerial Structure Problems: As per the research of Northcott, and Ma'amora (2012), the board of directors are responsible to run the private sectors hence, all of the decisions are taken by them. Hence, it becomes for the public sectors as they are dependent on the decisions of public sectors.

Lack of Motivation: The success of an organisation depends on its employee motivation (Basamh et al. (2014). However, the employee gets motivation when they are rewarded. But this is not the case in public sectors as the employees get fixed salaries as well as other perks which don't make them motivated for the work (Alshehri et al. 2012). Furthermore, even in performing well the employee they don't get any reward or benefit which makes the efficient employees unmotivated.

2.11 PUBLIC SECTOR IN KSA

As per the statistics, Saudi Arabia's economy is the top twenty. It is the leading exporter of oil in the world. The success of the economy does not depend on one firm or organisation, but all sectors in the economy make the economy sustainable and grow. However, as per the argument of the Khorsheed (2015), the economy of Saudi is famous as oil-based economy this is due to the fact that a billion of amounts is generated by Saudi Arabia is based on exporting oil and petroleum. It has been acknowledged by

many of the officials in the economy as well as the fact which has been mentioned in the research of that the private sectors are given importance in Saudi Arabia than of the public sectors as the role of private sectors is dominant in reaching the economy to top (Lamadah and Sayed, 2014).

In the vision of 2030, it has been mentioned that the privates' sector will be given more importance as they are performing well than the public sectors. The vision 2030 has been shared in details in the next section of this chapter. The poor performance of the public sectors in Saudi Arabia has taken place due to the change in policies as it has been decided by the government to focus more on the knowledge-based economy than of the oil-based economy (Alshomrani and Qamar, 2013). However, due to this, the transformation of the public sector has been observed.

Furthermore, it has mentioned in the research of Basamh et al. (2014), that a rapid grown has been observed in the last few years in the government of KSA. The programs have been restructured by the ministries in order to improve the understanding of the public of their role.

Saudi Arabia is considered in the top twenty economies. Public as well as private sectors have played their crucial roles in making it to top. Moreover, it has been added by the research of Alshehri et al. (2012) that for making the organisation successful, it is very much crucial to keep the fact in mind that the decisions made should be aligned with the objectives of the organisation.

It has been acknowledged by the government of Saudi Arabia as well as has been mentioned in the research of Alshomrani and Qamar (2013), that the government by

highlighting its vision 2030 has cleared its vision to strengthen the private sector however the goals are conflicting with each other. In addition to this, it has been demonstrated in the study of Basamh et al. (2014), that in the long run, these goals are compatible, however in short-run governments lacking in effective decision making. However, it has been observed that the government of Saudi is doing well but in some of the cases, the lacking has been found as per the research of (Al-Asfour *et al.* 2017). The government is lacking in deciding whether to decrease the role of skilled foreigners in the public sector or to use their intelligence in the short-run (Alkraiiji, Jackson, and Murray, 2013).

The focus of government on the private sectors has made the performance of the private sectors poor. Furthermore, it has been highlighted in the study of Lamadah and Sayed (2014) that government must focus on the public sectors as well as along with the private sectors. However, along with the vision 2030 program the government of Saudi in order to improve the public sector has started branding of the public sectors so that the people of KSA understand their role.

It has been mentioned in the research of that another name for the public sector is stated sector. It is the part of economy which includes public enterprises and public services. Governmental services and public goods are included in the public services such as public education, public transit, electrical grids, electronic grids, sewers, water supply, tunnels, bridges, law, military, enforcement infrastructure as well as health sectors. The operations of the public sector of KSA were quite fairly good which has made the economy of KSA better. One program has been launched by the government in order to ensure the rapid growth of the economy.

It has been mentioned in the research of Basamh et al. (2014), that the empowerment towards the social care system and education contributes to building the children's character. For the better management of the public sector in KSA, it has been stated by the government of KSA that there will be new investment opportunities design that easily facilitates the investment and encourage the competition of society. In addition to this, in order to manage the public sector management, it is ensured to identify the best practices for public sectors including the rights skills of employees (Alshehri et al. 2012). It is highlighted that there will be an elimination of redundant roles, streamline procedures, and unify efforts (Lamadah and Sayed, 2014).

Moreover, it has also been mentioned in the program that in order to strengthen the public sector governance, the Vision 2030 will be delivered accountability in business activity. In addition to this, it has also been stated by the government of KSA for the betterment of the public that there will the establishment of strategic management office that focuses on the alignment of activities with national Vision. Through institutional development, public sector also makes sure that the poor are protected. However, by the above-mentioned facts it can clearly be viewed that the government of KSA pays attentions over the public sector by evaluating their performances and by providing them with more funding for the welfare of the public.

2.12 SAUDI VISION 2030

Saudi Vision 2030 is the plan or development process that helps the country to achieve its goals and make the region sustainable prosperity. The focus of Vision 2030 is to diversify the economy and works for the development of education, recreation, health, infrastructure, and tourism (Vision 2030, 2019). There are some specific goals on which the Saudi Vision 2030 is based on; including the development of package having social-

economic policies that are free from oil exports. The goals are to make a sustainable economic future for Saudi Arabia those results in strengthening policies.

By examining the report of Saudi vision 2030, it is observed that the mission of Vision 2030 is to develop a vibrant society, thriving society and an ambitious nation (Khan, 2017). In order to achieve discussed objectives, there are number of executive programs designed for Vision 2030 that cover the Human Capital program, the Strategic Partnerships program, the Public Investment Fund Restructuring program, the Privatisation program, the Saudi Aramco Strategic Transformation Program, the program for Strengthening Public Sector Governance and the National Transformation Program (World Finance Informs, 2019).

It is highlighted that Saudi Vision 2030 focuses to develop public service sectors and ensures their management for increasing economic value (Vision 2030, 2019 a). In this regard, there is a focus on the provision of education in Saudi Arabia. The empowerment towards the social care system and education contributes to building the children's character. For the better management of the public sector in KSA, there will be new investment opportunities design that easily facilitate the investment and encourage the competition of society.

Furthermore, in order to manage the public sector management, it is ensured to identify the best practices for public sectors including the rights skills of employees (Al-Helayyil *et al.* 2019). In the Vision 2030, there is an aim to give training, and learning opportunities for employees that allow them to adopt best practices especially in human capital development (Vision 2030, 2019 b). The report shared that there is designing of

the program to strengthen the public sector governance where there is focus towards the restructuring of government agencies (Hanware, 2016).

The Vision 2030 aims to manage the working condition of the public service sector with continuity and flexibility. It is highlighted that there will be an elimination of redundant roles, streamline procedures, and unify efforts (Manzlawiy, 2018). For strengthening the public sector governance, the Vision 2030 will deliver accountability in business activity. Added to this, there will establishment of strategic management office that focuses on the alignment of activities with national Vision. There is coordination will all government programs that will help to prevent duplication and gaps. For the betterment of Public sector services, there will the establishment of Decision Support Center at Royal Court that supports the decision making and make utilisation of evidence-based report and analytical reports (Vision 2030, 2019 a).

It is mentioned in the plan of Saudi Vision 2030 to focus on Saudi Arabia's public sector entities and match their development with strategic objectives of Vision 2030. From the context of public sector services, the alignment with the Vision and Mission requirements will be done by following the restructuring process. The Vision gives strength to the transformation Program "National Transformation Program (NTP)" that will contribute to set specific obligations for public sector entities (Vision 2030, 2019). Moreover, the commitments related to the National Transformation Program strengthen the spending on projects and program; improve financial position, and increasing non-oil revenues (World Finance Informs, 2019).

It is highlighted in the news report that Vision 2030 enables the public service sector of Saudi Arabia to deal with digital transformation. According to Manzlawiy (2018), digital transformation is the primary objective for public sectors that allow innovation

and new technology to increase the value potential; added to this, digital transformation will help to improve the methods for offering ease and convenience. With the help of this mission, citizens of Saudi Arabia get the transparency and convenience in government services.

Under the viewpoint of the Saudi Government, it is highlighted via Vision 2030 that there is a focus designed to develop public services that will reinforce the economic growth and increase investment opportunities. Furthermore, Vision 2030 was created to strengthen national development by transforming the operations of public services (Vision 2030, 2019). The leadership style of Prince Mohammad Bin Salman sets a clear vision and focuses to drive the transformation.

With the clear leadership style for Vision 2030 effectively opens the door to promote Saudi Arabia as the big digital powerhouse. The implementation of Saudi Vision 2030 makes the region global digital identity. The design related to government spending is highlighted in the Vision 2030 as there is increased government spending is set on the manufacturing equipment, military and ammunitions (Hanware, 2016).

For the efficient spending and to balance the finance, there will be the elimination of waste that makes the spending more efficient. Under the vision 2030, the increased rate of government spending will experience by achieving the stricter control on spending, proper alignment of strategic priorities, rigorous auditing and managed mechanism of accountability (Nurunnabi, 2017). The Saudi Vision 2030 will further work to improve the effectiveness and efficiency of the Public Investment Fund that contributes to developing a sustainable revenue stream for the public. In a result of this, there will be

an increase in non-oil revenues and an increase in trade flows; Saudi Arabia will become more diversified and balanced economy (Khan, 2017).

For driving the public sector operations more advance and to set them according to the ambitious goals and targets, the Vision 2030 will ensure the government employees to have right skills where approximately 500,000 government employees will train with the help of distance learning (Al-Helayyil *et al.* 2019). Specialised training and development for employees will boost the performance and increase the criteria of internal auditing and finance departments.

This reflected that KSA Vision 2030 was conceived to make the government effective and more developed by involving the diversified working criteria and economy (Nurunnabi, 2017). There will ways open to proceed through long term investment. Saudi Vision 2030 is committed to make the public spending efficient and allow utilisation of resources in an effective manner.

2.13 ISSUES AND CHALLENGES IN KSA PUBLIC SECTOR

After highlighting vision 2030 in lights with different articles and literature, this part will discuss issues and challenges using different articles and journals.

- **Government restructuring**

In the view of Ghafar (2018), since its foundation in the year 1932, the kingdom of Saudi Arabia for the first time has undergone the process of change in its political, economic and social structure. This transformation is driven by the aid of multinational organisations and also by the crown prince Mohammad Bin Salman. The author Khorsheed (2015), has also claimed that the Kingdom of Saudi Arabia has changed from oil to knowledge-based economy and it is mainly because of its vision.

The report of Al Arabiya (2016), also shed light on the similar topic as it is discussed in the report that King Salman has announced a major change in its government with numerous ministers replaced and several departments restructured. However, according to Arnold (2018), Saudi Arabia is facing issues related to restructuring and is, therefore, setting up committees. The author has claimed in his article that committees are very keen to resolve the issues that include financial and other important decision-making issues.

Further, it is also highlighted in the article of Gulf business (2018), that government restructuring issues include mismanagement, corruption, and other operational issues. Similar kind of views is also shared by the author Bhatia (2019), who stated that although Saudi Vision 2030 was launched in the year 2016 which guided ambitious goals, the public sector is facing many issues and challenges in its restructuring. One of the biggest issues the public sector is facing is government restructuring. The public sector had to educate and train its employees to help them to understand the restructuring policy.

According to BBC News (2016), the vision 2030 launched by the government of KSA has caused many issues for public sector out of which government restructuring and pay cut of public sector employees are the most important one. The government is reducing the pay, its employees and also cutting subsidies for many departments. The authors Zaki (2018), in his article claimed that government restructuring in Saudi Arabia is the major issue faced by the public sectors. It is further added in the article that the financial issues in numerous public sectors are forcing further restructuring in operations of the organisation. Moreover, it is also discussed in the report of Al Arabiya (2016) that new

leaders are being appointed in many sectors like health, transport and commerce and employees in all such sectors are worried about the change. It can be taken as the major issue and challenges faced by the public sector of Saudi Arabia.

- **Privatisation**

In the view of Estrin et al (2009), privatisation can be explained as the process, where the government transfers an asset, enterprise or the whole industry to the private investor. However, the author Chang et al. (2018), has shared different views and has stated that the public sector is the part of the government and is regulated by government officials. When the government transfers the ownership to the private sector it is termed as privatisation.

The government basically ceases to become the owner of such an asset and can be due to several reasons. However, the major reasons include strengthen the private sector, attracting new investors in the economy or to make the industry profitable. According to the official website of Kingdom of Saudi Arabia (2019), the vision 2030 of Saudi Arabia also includes Privatisation program the aim of which is to enhance role and contribution of the private sector in the economy.

Further, it is also mentioned on the website that through privatisation program, quality of services will be improved and it will also contribute to the reduction of cost. Moreover, it will also help the government to focus on its regulatory role and also on legislations. According to the Daily Times (2018), the investors of Saudi Arabia are ready for privatisation. However, it is highlighted in the article that for a country like Saudi Arabia which has been dependent on the public sector for economic growth for years, privatisation is a big challenge. Similarly, in the view of Kerr (2016), one of the

biggest challenges which Saudi faces are privatising its public sector. It is highlighted in the article that for decades Saudis have enjoyed its custom of walking in public sector jobs; however, this phenomenon is ending with a rapid pace.

The crown prince of Saudi Arabia is further planning to expand private sectors which are causing trouble to young Saudis as well as for the employees working in the public sector. Similar kind of views is shared by the authors Basamh et al. (2014), who claimed that the crown prince of Saudi Arabia has planned to enforce a bold transformation plan in which majority of the population will be working under private sector by the year 2020. However, the author Black (2016), has highlighted the reason for this policy and has claimed that the reforms are necessary to modernise the oil-based economy into a knowledge-based economy.

It is mentioned in the article that the policy of the Kingdom of Saudi Arabia to restructure the oil-based economy includes privatisation of many government assets. It includes energy giants like Aramco as well and the society is supporting such policies. According to Ouda et al. (2014), the kingdom of Saudi Arabia is focusing on privatisation as it is most of its public sectors into private sectors. However, it is also highlighted in the article that some of the sectors are privatised with a short-term agreement like water service system. It means that a private firm with the contract of 4-7 years maintains as well as regulate the water service system, however, the public sector still retains financial as well as operational risk.

Another example is highlighted by the author Coffman (2015), who claims that the six members of GCC which also include Saudi Arabia is focusing on developing its higher education and is, therefore, privatising the education sector. It is further added that in

line with the freewheeling private sector in KSA, the government has also privatised educational sector in order to meet the need of the market.

Similarly, the authors Hazazi and Chandramohan (2017), in their article claims that the health care sector of KSA is governed as well as financed by the government however the government is planning to private the healthcare sector which can become the biggest issue and change for KSA. It is explained by the authors through highlighting that although privatisation reduces the government expenditures and also speed up the decision-making process however it may affect the integration of hospitals and private health care centers. Further, there will also be no control over the private hospitals which may result in an increase in charges.

Moreover, it is also discussed in the article that privatisation will cause an effect on public sector hospitals because public sector hospitals will not be able to acquire more health care market. According to Daily Times (2018), another issue of privatisation is selecting the model which will prevail. There are plenty of models adopted by many countries who adopted privatisation like China, England, and the Soviet Union, however, the issue in Saudi Arabia is to adopt the model which best fit in the context of the country.

- **Lack of clear and coherent policy**

After explaining and highlighting views of different authors related to privatisation and government restructuring issue, this part of the chapter will highlight issues of lack of clear and coherent policy. According to the report of World Bank (2018), public sector performance can be enhanced by developing clear policies and by aligning them with future goals.

According to Fathallah (2019), the implementation of the vision 2030 highlighted by the government of Saudi Arabia is bypassing public sectors and state institutions and is also creating crises in public policies. Further, it is also mentioned in the article that a lack of clear and coherent policy is further weakening public sectors and instructions in the Kingdom of Saudi Arabia. The author has mentioned in the article that although the vision of 2030 is ambitious because of the lack of policies its implementations is surrounded by numerous questions.

The major issue with the implementation is that the government is tackling the issue with management thinking instead of making public policies and principles. It is concluded in the article that the government is dealing with the situation with the business context whereas it is required to deal with the situation with government context where public policies are at the highest level. On the other hand, the authors Alshehri and Drew (2010), the government of Saudi Arabia before implementing any vision must have a clear policy, laws, and regulation.

These policies act significant importance mainly in the public sector because it helps in promoting effective communication which is considered as one of the major factors causing problems in public sectors. However, according to WAM (2018), the government of KSA along with UAE have formed a joint vision and has named it as the strategy to resolve. However, the author has explained in the article that until the government will not design policy and clear it to institutions, the public sector will face different challenges and issues.

- **Decision making**

According to Brammer and Walker (2011), public trust begins with effective decisions that are made transparently and mainly with the interest of the general public. It is mentioned in the article that decision making can become the biggest issue in the public sector.

Whereas the authors Osborne et al (2013), in their article has mentioned that decision making can be explained as selecting the best course of action from many options. Further, the author has added that in order to make the organisation successful, it is important that the decision made is aligning with the objectives of the organisation.

According to Al-Ubaydli (2019), the government of Saudi Arabia through highlighting its vision 2030, has cleared its vision to strengthen the private sector however the goals are conflicting with each other. It is highlighted by the author that in the long run, these goals are compatible, however in short-run governments lacking in effective decision making.

The government is lacking in deciding whether to decrease the role of skilled foreigners in the public sector or to use their intelligence in the short run. Further, it is also explained in the research that the government should boost wages in public sector to improve the efficiency of the public sector and to make the public sector compatible against the private sectors in 2030.

The authors Al-Kharashi, and Skitmore (2009), in their article, has mentioned about the causes of delay in the Saudi Arabian public sector construction project. The two authors have also identified a similar issue like other authors and have claimed that because of a lack of decision making the government of KSA is facing delay in its projects. The two

authors further added that top-level decision making needs to divide responsibility to avoid delay in public projects.

- **Lack of institutional development**

According to Ostrom (2011), institutional development can be explained as to generate, use and allocate financial as well as human resources effectively to achieve objectives. It is argued in the article that institutional development is important because is the primary facilitator of economic development in the country. Through institutional development, public sector also makes sure that the poor are protected. Lack of institutional development is another public sector issues which will be discussed in the lights of different articles in this section.

According to Hertog (2013), the private sector in recent times has enjoyed significant growth in terms of profit and revenue generation in KSA due to its quality of services and development. it is mentioned in the article that private sector in recent times has been seen as the driving force of development in the Gulf region and the major reason behind the success is the lack of institutional development in public sector. The government itself is expanding the private sector through allocating more budget to the private sector and through its vision 2030.

- **Bureaucracy**

In the view of Peters (2014), bureaucracy can be explained as the system of government where a majority of the important decisions are taken by state officials instead of the elected members. According to Ghauri (2019), bureaucracy plays a role in any government policy and strategy, however, it has also the power of making the life of administration difficult by being indecisive and lethargic. It is mentioned in the research

that if the bureaucratic system is unable to resolve development issues it becomes the biggest challenge for the state.

Similar is the case identified by the author Fathallah (2018), in Saudi Arabia who claimed that the current bureaucratic system is unable to resolve issues related to development. The issues like development plans under the vision 2030 and other issues like lack of institutional development. The report of Khaleej times (2017), has identified one of the bureaucracy issues in public sector of KSA by highlighting 4 deaths which were caused by flooding in Jeddah. The report has mentioned that Jeddah which is the second-largest city of Saudi Arabia is facing this persistent issue since 2009 Hajj when the flood killed 130 individuals and also caused damaged to billion-dollar infrastructure. The report has claimed that it is due to issues in the bureaucracy that the issues are not being solved.

According to Albogamy *et al.* (2012), most of the problems in the public sector of KSA are caused by bureaucracy issues within organisations. However according to Nereim (2017), although vision 2030 forces regional authorities as well as municipal authorities to contribute in planning and implementation phase, lack of planning and bureaucratic problems are making a negative impact on economic development plans. One of the major issues in bureaucracy is the decentralisation of power which needs to be addressed properly.

This chapter investigates the secondary sources that help to understand the importance of Saudi Vision 2020. It results that Saudi Vision 2030 helps to create efficient as well as equitable public sector services with the involvement of technology and innovation. With the help of Vision 2030, national program is designed that successfully train the

public employees and make them efficient in the field of human resources management. The highlighted aspects found that Saudi Arabia civil service launches new wages plan that has to increase salary packages. This makes the public sector more attractive to citizens as well as contributes to decreasing economic dependency.

It results that Vision 2030 aims to diversify the economy and focuses on development and innovation. For the betterment of public sector services, there is a focus on education, recreation, infrastructure, health, tourism, and sustainability. KSA Vision 2030 has a mission to develop a vibrant society, thriving society and an ambitious nation for which executive programs are playing an important role.

The findings give the understanding of the issues and challenges of the public sector that help the Government of Saudi Arabia to direct the development criteria. The examination shared that there is a need for improvement in the structure of the public sector that makes it less important to contribute to the economy. It is highlighted that Vision 2030 helps to show concern towards the public organisations as there is an expansion of private sectors by the crown Prince of Saudi Arabia. This increased ratio of private sectors is causing issues; especially for the employees working in public sectors.

Additionally, there is a transformation plan set by Saudi Arabia that directly modernises the oil-based company. It is found that the Government of Saudi Arabia privatises many of the government assets that make it difficult for public services to regulate. This clearly results that KSA is focusing on privatisation more than public services; in order

to solve this issue, Vision 2030 show high concern to digitalise the public sector services and make them developed with technology.

Added to this, the collected data shows that there is a lack of clear and coherent policies that enforce the mission and aim of Vision 2030 to be implemented. Because of the lack of clear and coherent policies, the public services in Saudi Arabia are weak. There is no highlighted public policies and related principle to set the situation. With the help of Vision 2030, there is a clear vision and mission highlighted for Saudi Arabia as the Public sector services will get clear policies, laws, and regulations. Furthermore, the design of Vision 2030 set an increased amount of Government spending for developing the military, manufacturing equipment, and ammunitions for Saudi Arabia.

2.14 SUMMARY

The chapter reviewed literature in relation to the practices of knowledge management. Furthermore, knowledge management is considered to be quite important in relation to the different growth aspects of an organisation thus considering previously conducted researches in this regard has been maintained within the chapter. It further covers esteemed models and frameworks for knowledge management within an organisation thus serving a basis for further research in the considered topics and concepts of the study.

Furthermore, this chapter investigates the secondary sources that help to understand the importance of Saudi Vision 2020. It results that Saudi Vision 2030 helps to create efficient as well as equitable public sector services with the involvement of technology and innovation. With the help of Vision 2030, national program is designed that successfully train the public employees and make them efficient in the field of human

resources management. The highlighted aspects found that Saudi Arabia civil service launches new wages plan that has to increase salary packages. This makes the public sector more attractive to citizens as well as contributes to decreasing economic dependency.

It results that Vision 2030 aims to diversify the economy and focuses on development and innovation. For the betterment of public sector services, there is a focus on education, recreation, infrastructure, health, tourism, and sustainability. The KSA Vision 2030 has a mission to develop a vibrant society, thriving society and an ambitious nation for which executive programs are playing an important role. The findings give the understanding of the issues and challenges of the public sector that help the Government of Saudi Arabia to direct the development criteria.

The examination shared that there is a need for improvement in the structure of the public sector that makes it less important to contribute to the economy. It is highlighted that Vision 2030 helps to show concern towards the public organisations as there is an expansion of private sectors by the crown Prince of Saudi Arabia. This increased ratio of private sectors is causing issues; especially for the employees working in public sectors.

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Added to this, the collected data shows that there is a lack of clear and coherent policies that enforce the mission and aim of Vision 2030 to be implemented. Because of the lack of clear and coherent policies, the public services in Saudi Arabia are weak. There is no highlighted public policies and related principle to set the situation. With the help of Vision 2030, there is a clear vision and mission highlighted for Saudi Arabia as the Public sector services will get clear policies, laws, and regulations. Furthermore, the design of Vision 2030 set an increased amount of Government spending for developing the military, manufacturing equipment, and ammunitions for Saudi Arabia. The next chapter (i.e. Chapter 3) will discusses the literature related to leadership.

CHAPTER 3 : REVIEW OF LITERATURE ON LEADERSHIP

3.1 INTRODUCTION

This chapter presents a thorough review of literature in the area of leadership. It discusses the leadership, leadership types and traits, leadership theory, leadership skills, leadership challenges, leadership for the public sector and knowledge management. This chapter concludes with a summary.

3.2 INTRODUCTION TO LEADERSHIP

According to Schoemaker *et al* (2013), leaders are traditionally viewed as the individuals who are able to manage and solve complex social problems using different skills and with the passage of time and career experiences, these problem-solving skills of leaders are further developed. Leaders are considered as the person who is able to do the right thing not only for themselves but also for others. However, in the view of Bishop (2013), the leader is the one who maps the direction, make the inspiring vision and then motivate their team to accomplish the vision. This chapter will review different articles and journals to enhance the understanding of leadership and its role in the public sector in Saudi Arabia. For this purpose, this chapter will define leadership, its characteristics, types, traits and different theories related to leadership. Further, this chapter will stress upon finding leadership for the public sector in Saudi Arabia and for knowledge management.

It has been provided in the book authored by Grint *et al.* (2016) that a leader is one of the most pivotal aspects which can lead an organisation on the path of success. Defining

a leader has been regarded by the authors to be an eminent aspect, a person that leads an organisation, entity, corporation or even a simple group of people towards a shared set of goals or objectives for long term success. Thus, defining the leader to be one of the most eminent management positions that can help define the success or failure of an organisation. Consistency has been thus observed with researchers who sought to define the term leadership.

Leadership has been regarded as the trait of leaders on the basis which they induce followers towards the achievement of collective goal or objectives. Drawing upon this fact that leadership is just flocking the followers towards the goals is negated with the aspect that leaders seek to derive motivation from the crux of the route to the goals and motivation within this path. It is thus regarded that leadership is a must be considered to improve within an organisation based on its significance within the region.

3.3 CHARACTERISTICS OF LEADERSHIPS AND ITS TYPES

In accordance with Voon et al. (2011) the importance of leader type is integral in the public sector and is often the same as in the private sector. The most common types of public sector leaders are often broadly segregated into transactional and transformational types of leadership styles which they adopt. Public Sector leaders across different countries have different styles based on the people they deal within the local culture. Malaysian public sector leaders often witnessed a dimension of transactional and transformational leadership styles to be opted for. The research by Top et al. (2015) has been considered in this regard to support such claims of public sector leadership style differences where it has been communicated that the public and private sector also witnessed a difference in the styles. It has been observed in the case of

Turkish public sector hospitals where leaders often were rigid stern and less democratic as compared to those within the private sector thus differences across both private and public sectors are widely observed. Thus, public sector leaders often present a sense of uniqueness in comparison to the private sector leaders in terms of the leadership styles which they opted for.

The public sector with its direct relevance with the government has been considered to be quite rigid to change and thus leaders often are observed to have less acceptance for change. The research by Kuipers et al. (2014) has highlighted the fact that the public sector leadership must display a trait for change acceptance in a similar fashion to that which is observed within private sector leaders. It should thus be considered within the public leaders to display a trait of change acceptance which is seldom seen. This not the case for all leaders where a number of them have been observed to do so and make sure that the stagnancy is not the case in their organisation.

Miao et al. (2014) have highlighted an additional aspect of public sector leadership were a number people consider the fact the public leaders are more stringent in dealing with employees and often display a sense of autocratic leadership giving wind to the bureaucracy of a higher level within the public sector organisation. It is thus observed that public sector leaders are considered to be quite eminent in allowing the development of a larger scope of a bureaucratic organisation rather than those that are not.

It can thus be observed that public sector leaders are to be treated into a different dimension of the leadership styles and traits which shall allow the studying of the differences within the two sectors and thus leaders which are working within them.

3.4 LEADERSHIP TRAITS

In the view of Conger (2015), leadership is basically discussed the personal qualities of an individual which would define them as an effective leader. Leadership is all about the capabilities of an individual or of an overall organisation which is used for guiding the individuals, particular team or the overall organisation for fulfilling the certain goals and objectives. Effective leadership plays a significant role within the functions of the management in the organisation because it is helpful in maximizing the efficiency of the workforce and eventually the overall organisation and for achieving the organisational and strategic goals.

Leaders are helpful in motivating others, providing guidance, developing morale enhancing the working environment and initiating required actions. In addition to this McCleskey (2014), stated that several psychological tests had been conducted for determining the particular characteristics that are found in successful leaders. Some of the traits of efficient leaders include the following:

- **Effective communicators**

According to Summerfield (2014), it is necessary that leaders should be exceptional communicators who should have the ability to explain the problems and solutions clearly and concisely. Without effective and clear communication, the workforce would have difficulty in understanding the goals, mission, and visions of the company.

- **Emotional stability**

An effective leader needs to be able to tolerate stress and frustration found within the working environment. Overall, effective leaders need to be well adjusted and should

possess the psychological maturity, which is required for dealing with any uncertain situations,

- **Commitment**

In the view of Ewen *et al.* (2013), commitment is one of the traits which is necessary within an efficient leader. Showing commitment will be beneficial in setting an example which can be followed by the other and resulted in greater loyalty and can also build respect for the leaders.

- **Inspire**

One of the other major qualities which are helpful in defining a good leader is someone who is inspiring. A leader needs to be able to inspire the team members as it is helpful in focusing on the goals and visions of the company but at the same time beneficial for the team for the current project, they are working in.

- **Accountability**

In the view of Hess and Bacigalupo (2013), a good and efficient leader needs to be accountable and should take the responsibility for the performance of the people working under them along with their own as well. It is necessary that a leader should praise everyone when things are going well. But in circumstances when things are not according to the plan it is the responsibility of the leader to identify the issues quickly and find out the solutions and should work on getting the things back together.

- **Enthusiastic**

According to Chuang (2013), a good leader needs to be enthusiastic about their work and especially about their role as a leader. It has been noted that people respond openly to a person who is passionate and dedicated about their work. A good leader needs to portray him as a source of inspiration and should also work as the motivator. The roles and responsibility of a leader are quite different than the rest of the workforce but it is

necessary that they should be work as a part of the team who are working towards a specific goal.

3.5 LEADERSHIP THEORY

- **Great man theory**

In the view of Spector (2016), the Great man theories suggested that a leader capacity are inherited in simple words it can be said that leader cannot be made they are born naturally. With reference to this theory, great leaders are often portrayed as mythic, heroic and are born with the destiny of rising as a person with great leadership skills. The term Great man was used for the theory because the time when the theory was developed it was thought that leadership is only a male quality specifically in case of military leadership.

Such theories suggested that individuals do not have the capability of learning the traits of becoming a successful leader this is something which an individual is born with or are not. In addition to this Amanchukwu et al. (2015) stated that the Great Man theory of leadership had gain popularity in the 19th century.

The myths associated behind some of the famous leaders that include Julius Caesar, Alexander the Great, Abraham Lincoln and Mahatma Gandhi were quite helpful in contributing to the notion that the Great leaders are born and cannot be created. Contradictory to the theory there are various arguments against it, one of the major problems with the theory of leadership is that all individuals that had the natural leadership qualities do not end up becoming a successful leader. In addition to this

Ronald (2014), stated that all the individuals that had the required traits of a leader will find themselves in successful leadership roles.

- **Contingency Theory**

According to Otley (2016), the contingency theory was developed in 1958 by Fred Fiedler during the study which was conducted on identifying the leader effectiveness. It was suggested by the theory that an individual's effectiveness of becoming a leader largely depend on the control of the situation along with the style of leadership. This concept of contingency theory is contradictory to the situational theory of leadership because it suggested that the effectiveness of a leader is contingent on its style matching on the situation not adapting to it. This theory basically assumes that styles are fixed and it cannot be modified or adapted.

In addition to this Grötsch et al. (2013), stated that an individual is more effective as a leader when their qualities and style of leadership is coordinated with the environment and the situation they are working in. the contingency theory basically does not concerned about the fact that a leader should be adapted to the situation, on the other hand, it is necessary that the style of a leader should be well-matched to the situation. In order to make the best use of the particular theory, it is of core importance to identify the style of leadership an individual possesses.

In the view of Van de Ven et al. (2013), in comparison to the other theories it had been identified that the Contingency theory integrates some parts of various other leadership theories. In many ways, it had been identified that the contingency theory is somewhat derived from the trait theory. The trait of a leader is related directly for the most operative style along with the situation in which it had to be used.

3.6 LEADERSHIP SKILLS

According to Henley *et al* (2017), leadership skills involves interpersonal skills, task-specific skills, communication skills, and cognitive skills. An effective leader is able to communicate the organizational goals and vision clearly to the employees and subordinates. Further, it is also discussed in the article that a good leader has the skill of listening. A good leader communicates with the team members through regular conversion or through open door policy.

Similar views are shared by the authors Lowe *et al* (2017), who claims that a large part of communication included listening and an effective leader has the skill of listening and communicating with subordinates. This skill helps the leader to motivate the employees and to make the best out of their employees. It is also discussed in the article that an effective leader has the skill of delegating the task. The leader identifies the skills of their employees and assigns them the important duties so that he can focus on other skill sets. Such leader allocates resources for employees, evaluate their strength and weaknesses and accept feedback from their employees. It can be evaluated that such leaders trust their employees.

On the other hand, Schoemaker *et al* (2013), in their articles has discussed that an effective leader seeks greater opportunity to capitalize on the most unpredictable environment using their leadership skills. The skills like anticipating the situation, challenging the status quo and interpreting the information correctly make an effective leader. Further, the author also claimed that deciding strategically, aligning the

stakeholders and promoting the culture of inquiry allows the leaders to think strategically and deal with every unknown situation effectively. Ineffective leaders are unable to detect possible opportunities and ambiguous threats and in contrast, effective leaders have the anticipating ability to detect opportunities and threats. The effective leader scans the surrounding environment for detecting the signals for change.

This part of the literature will highlight how leadership skills are developed in the lights of different articles and journals. According to Herman (2016), some of the leaders are born with leadership skills while others need to develop it over the period of time. Leadership skills can be developed through work-life experience or it can develop through inbound training sessions. However, the author claims that in order to develop effective leadership, it is important for a leader to develop the habit of listening.

Communication between a leader and subordinates plays an important role in the success of an organization and listening is the major component of communication. For this purpose self-awareness is important as all of the leaders who are good in communication starts with self-awareness. However, the authors Long *et al* (2011), claims that in order to develop leadership skills, it is important for an individual to delegate power to subordinates. An effective leader analyzes the situation and the skills of their subordinates and delegates the responsibilities accordingly. Delegating power not only help the leader to focus on other skills but also motivates the team members as they feel the importance of their presence in the organization. Leadership skills are also developed through providing training.

According to Fallon (2017), the organization who provide training to their employees are able to develop next-generation leaders. The most effective training is allowing the employees to experience different situations and allow them to deal with the situation by their own mean. The authors Beer *et al* (2016), has discussed the reasons why training of leadership fails to produce the desired results. In the article, authors claimed that the training sessions provide learning and growth to opportunities to the leaders however the managerial and organizational barriers prevent the individuals to apply what they have learned in the training sessions. The only way to solve such problems is to create a favorable environment for new leaders. For this purpose, old leaders and executives needs to attend training sessions so that they change the organizational design accordingly.

3.7 LEADERSHIP CHALLENGES

In the view of Hage and Posner (2015), being an efficient leader is not an easy task, there are many challenges which a leader or a manager faces on a daily basis, therefore, managing people is considered as one of the most challenging tasks for a leader. It is expected from a leader to extract the best from their team members even in some of the worst situations. One of the biggest challenges which are faced by many of the leaders is listening to each and every one opinion and be able to form a mutual decision which would be beneficial for most of the members. Moreover, it is the responsibility of a leader to earn the trust of their subordinates which is one of the other challenges. A leader needs to understand the psychology of each of the individuals in order to understand their behaviour more effectively.

This is necessary to build a strong relationship with the team members in order to make sure that the goals and objectives are achieved easily. In addition to this Madsen and Mabokela (2014), stated that when an individual is leading an individual or a bunch of people it is necessary to remember that the leader is not only leading a certain portion of the person but on the other hand they are leading the overall person with all the quirks and personality traits of an individual. Every individual person within an organization is a unique and complex individual that has various roles to fill in. Having the proper understanding of this will be helpful in comprehending much easily certain issues that arise within the organisation.

According to McCleskey (2014), as a leader, an individual is considered as the face of the overall team. It is necessary that the leader should work as the bridge between the workforce and the management the leader had the responsibility of ensuring that the employees are happy with the working environment. Along with managing the workforce, there are external challenges which a leader faces scarcity of funds, lack of projects and lack of support are some of the major challenges that are faced by leaders. A leader needs to stand for the team members in time of calamity.

In addition to this Westcott (2014), stated that the major leadership challenge is associated with the strategic planning process. The development of the business is only possible with the help of the execution and development of the well-structured strategy of the business. This is easily possible with the help of solid strategic analysis, through clear objectives of the business and with the help of well-aligned stakeholders, business activities and resources for accomplishing the objectives. This particular leadership challenge is very difficult for the leaders to overcome but become more difficult when

the leader had achieved dual goals of developing the immediate business and long-term success of the business.

3.8 LEADERSHIP FOR THE PUBLIC SECTOR

In the view of Tummers and Knies (2013), effective leadership is considered as important for success of an organisation. Effective leadership is helpful in developing a positive culture for the organisation, support motivation, clarify the objectives and mission of the organisation. Leadership traits of the public sector and private sector organisations are different from each other in many ways. One of the major differences is the diverged administrative model which is developed by appointed and elected officials along with this the senior leaders found in the career bureaucracy in the majority of the public organisations.

Split leadership along with the democratic accountability omit the procedures which are developed legislatures and courts and also the strong attention from the media develops an environment for the leadership of the public sector which is inhibited in several composite ways. In addition to this Orazi et al. (2013), stated the most significant role for the leaders within the public sector organisation is to have the ability to solve the challenges and problems which is generally faced in a certain environment. Leadership within a public sector organisation should have the trait of promoting institutional adaptations that should be for the interest of the public. The concept of leadership within this context is not neutral, it is basically positive adoption of the need for promoting particular important values which are generally known as public-spiritedness.

According to Miao *et al.* (2014), it has been observing that the need for effective leadership in the public sector is greater than it was ever before. There are various process and functional challenges in the present competitive environment which are new, complex and dynamic at the same time. For example, challenges posit by global warming, financial crisis, cross levels of government sectors, nations and communities. All of these and other challenges increase the need and importance of effective leadership within the public sector because it can influence millions of people.

With reference to this De Vries *et al.* (2016), stated that training and skills development of the public sectors leaders is considered important because of the fact that public organisations have been conventionally intense on developing leaders who had the ability of operating in an environment which is generally guided by particular procedures and rules. The necessity of change increases the major question of which particular leadership skills are required and should be appropriate for a public sector organisation, especially in the present competitive environment.

It is necessary that those people who had the responsibility of providing training and are a concern for developing a leader needs to focus beyond the tradition's ways or books in order to ensure meaningful influence on organisation change and development as well. The main focus within a public sector organisation should be on enhancing the performance of the organisation like any other organisation and the correct leadership style should be eventually depended on the situation the leader is performing their duties.

3.9 LEADERSHIP FOR THE PUBLIC SECTOR IN SAUDI ARABIA

According to Dirani *et al* (2017), in early days the leaders in KSA were selected on the basis of their strength and tribes but today the case is different. Today the aged leadership of KSA is passing their power to the new generation and is developing the society of young and motivated leadership. In the education sector, leaders in KSA are concerned about the human relationship as compared to workplace and task. However, in the public sector, the author conducted a study to find the leadership style and the results were different.

The authors focused on the success factors of leadership in the public sector along with the challenges, gaps, and opportunities. It was found that the leadership in the public sector of KSA valued subordinate empowerment, communication, talent development, and self-awareness and cross-organizational influence critical to their success. Further, the authors also claimed that the leadership in the public sector of Saudi Arabia have the required skills which help them to face organizational challenges and needs on a daily basis.

The study concluded that the leaders in KSA public sector encourage teamwork in order to accomplish the organizational goals. Similarly, Saad and Abbas (2018), also studied the role of leadership in Saudi Arabian public sector and its impact on employee's job performance. The results obtained by the authors were not different as the authors found that in the public sector of KSA, leadership focuses on teamwork and encourage effective communication. Further, it was also found that leaders find self-awareness as the key to their success. The leaders in the public sector of KSA fears from the failure of accomplishing business objectives and goals as it results as their career derailment.

Moreover, the authors also claimed in the article that the leadership needs to evolve the skills to manage an unexpected situation. For this purpose, the government is playing an important role.

According to Arab News (2019), in order to enhance the leadership skills the government of Saudi Arabia has launched National program for the training of leaders in government agencies and its aim is to train and develop leaders and skills required to accomplish the Saudi Vision 2030. This 5-day training program will help the leaders and talented employees to learn the changes in the modern working environment and the way to deal with such changes.

However, the authors Abdul Rahman *et al* (2014), has stated that because the public sector of Saudi Arabia has gone through many changes over the year, it is important to study the role and style of leadership in different phases. The authors link the transparency international report with the role of leadership and claims that because Saudi Arabia is ranked 63 out of 176 countries in corruption perception, it reflects the poor performance and management of the leaders. It is mainly because in the view of author leadership style is the most important factor which determines the performance of the organization and if the organization is not performing well, the major factor which needs to blame is the leadership style.

The author conducted a survey in few of the public sector organization of KSA and found that in some organization leaders are not communicating with their subordinates which results in poor performance. Further, it was also found that in public sector

organization leaders do not prefer a bottom-up approach which results in lower morale of subordinates and poor overall organizational performance. Similar views are also shared by the authors Alharbi and Yusoff (2012), who have studied the role of leadership in publically regulated hospitals located in KSA. The authors conduct studies in different government-regulated hospitals and found that most of the leaders have a transactional leadership style which had a negative impact on quality management. It was also claimed by the authors that the employees working under transactional leadership style were not fully satisfied, whereas one of hospital regulated by public sector had a transformational leader and the performance of that hospital was satisfied.

Public sector organisations who provided training to their leaders to learn transformational leadership skills were enjoying positive quality management. According to the official website of OECD (2019), the rapidly changing nature of work in the public sector of Saudi Arabia requires constant adjustment of leaders and their capabilities. Further, it is also mentioned that the leaders in the public sector of KSA need to engage their subordinates in the decision making the process as it will help them to enhance the performance of the organization. It is mainly because of the involvement of subordinates in the decision-making process, motivates them and motivated employees to be able to achieve the objective of the organization more efficiently.

3.10 LEADERSHIP FOR KNOWLEDGE MANAGEMENT

According to Maier and Hadrich (2011), knowledge management can be explained as the system of an organization used for efficient handling of resources and information. However, the author Koenig (2018), claims that knowledge management can be explained as the process of gathering, distributing and using the knowledge effectively.

It can be stated that it is the system which promotes an integrated approach finding, gathering, assessing and sharing information related to the organizational database, policies, document send all of the other organizational assets. Leadership plays an important role in different phases of knowledge management.

According to Micic (2015), leaders play a significant role in the knowledge management process as for a leader to be successful, it is important to have specific qualities and skills which makes the environment for creating, evaluating, sharing and using the knowledge within the organization. Further, it is also discussed in the article that a good leader should create and promote new knowledge which adds more value to the organization. It is important for a leader in knowledge identification phase to create such an environment within an organization which supports team learning. The reason behind creating such an environment is that employees under such environment will share the knowledge which helps identify the knowledge easily.

Further, in the phase of storing knowledge, it is important for the leader to create a confidential culture within the organization. It is mainly because it will help the leader to save knowledge and make decisions accordingly. In the phase of knowledge sharing, it is important for the leader to create an atmosphere of knowledge sharing through providing rewards and promotions to those who support and share knowledge sharing culture. Finally, in the phase of knowledge using, it is important for the leader to use the existing knowledge along with the saving knowledge from the past. On the other hand, the authors Riaz and Khalili (2014), in their article has discussed the role of leadership in the knowledge management process. The authors claimed that in the KM process,

transformational and transactional leaders positively predict a rational decision-making process.

Davenport and Prusak (1998) provided specific recommendations to leaders regarding their role in KM. They suggest that leaders: advocate the importance of learning and knowledge in an organization; design, implement, and oversee an organization's learning infrastructure; manage relationships with external knowledge providers; provide ideas to improve the process of knowledge creation in the organization; design and implement a knowledge codification approach; measure and manage the value of knowledge; manage the organisation's professional knowledge managers; and lead the development of learning and knowledge strategies, focusing the organisation's resources. Therefore, this study adopts the transformational knowledge leadership style.

3.11 SUMMARY

This chapter highlighted the role of leadership, its characteristics, traits and different theories of leadership in the lights of previously recorded articles and journals. This major focus of this chapter was found that leadership role in public sectors in Saudi Arabia and the role of leadership in the knowledge management process. From the research, it was found that leaders in the public sector of Saudi Arabia focuses on organizational success but do not prefer the bottom-up approach of communication. It was also found that transformational leaders are preferred in public sector organization because of efficient quality management results. Further, it was also found that in order to develop leadership skill different methods can be adopted which included on-field training, training sessions and developing listening skills. For knowledge management, it was found that the role of leadership is crucial in every phase of the knowledge

management process. The next chapter (Chapter 4) will discuss the research methodology adopted for this study.

CHAPTER 4 : THE RESEARCH METHODOLOGY

4.1 INTRODUCTION

The purpose of this research is to investigate the role of leadership for implementing knowledge management strategies in the KSA public sector organisations. The discussion in this chapter will critically review research methodology and will focus on the research approach that has informed this study. It will give an overview of the research process and give justifications for the selection of the research approach and the selection of the sample. The chapter will then look at why the interview approach was chosen for this study and the utilisation of semi-structured interviews. The chapter also looks at the justifications for the selection of types on analysis and the evaluation that were part of the thesis. Finally, the chapter conclude with summary.

4.2 OVERVIEW OF THE RESEARCH PROCESS

Punch (2013) describes philosophy as the study of the fundamental nature of knowledge, reality and existence. Based on this it can be seen how the philosophy of a research is an image of the importance given to the investigation by the researcher and at the same time will drive what approach is used to obtain information on how to present it. Rajasekar, et al. (2013) describes research methodology as the procedure by which researchers detail and explain their research work. It is also defined as a systematic process to solve a problem by which knowledge is gained. It is essential to create a research methodology because it allows the researcher to create a work plan to develop properly and in a more efficient way the research that it is going to be carried out. Saunders et al., (2012) define research as: “a process that people undertake in a

systematic way in order to find out things, thereby increasing knowledge.” As this definition implies this research has followed a systematic process and methodology in order to find out information and collect data in order to answer the questions being posed in the aims and objectives. The research process contains a number of elements as shown in Figure 4.1, which can be broadly separated into three stages once the research topic has been defined.

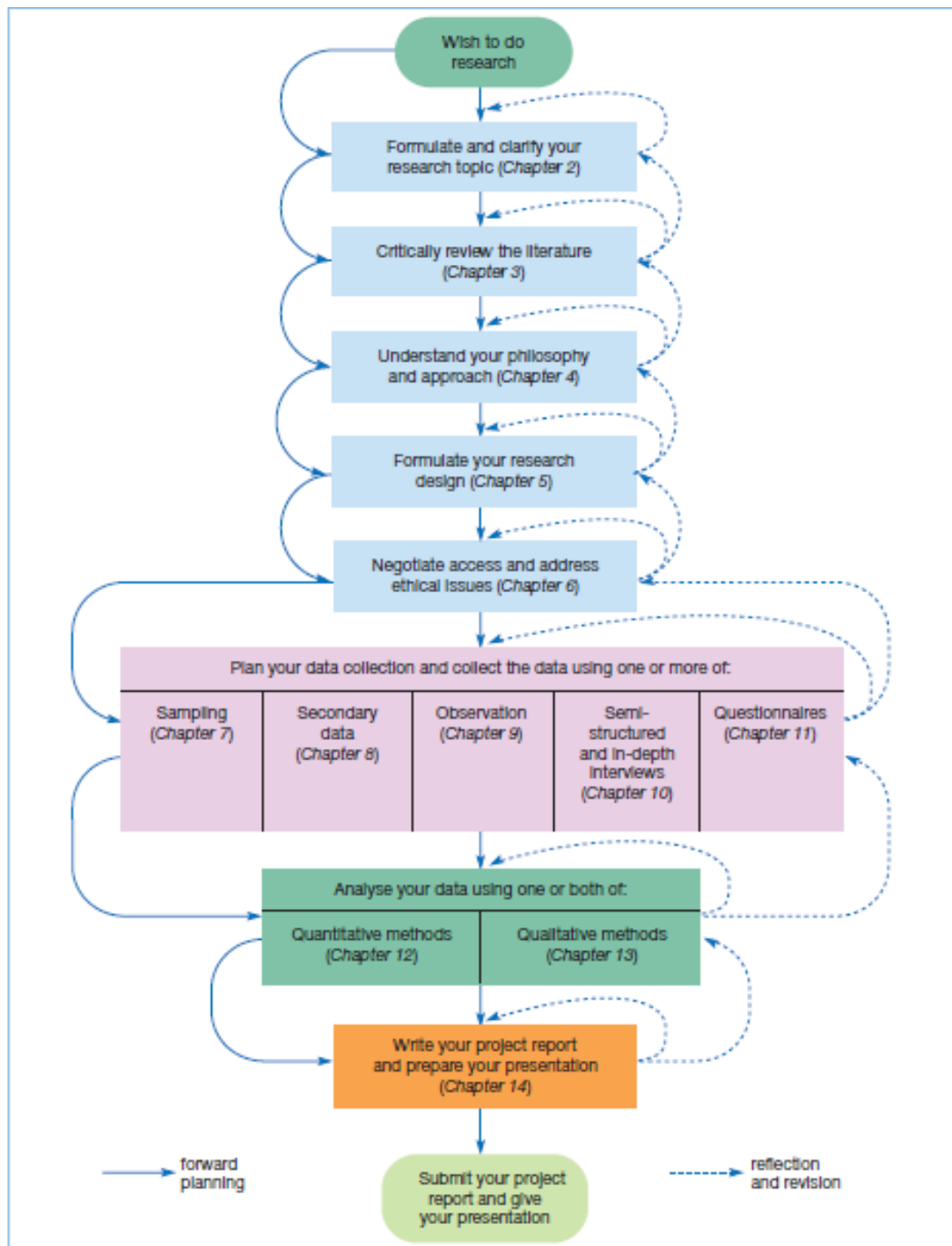


Figure 4.1: The Research Process

Source: Saunders, et al., (2016)

Firstly, a thorough literature review has to be conducted to identify current understanding, practices, gaps, in the case of this research it looked at the leadership for successful implementation of KM related change initiatives in the KSA public sector organisations which are outlined in Chapter 1, Chapter 2, and Chapter 3. For the purpose of this study, an extensive and critical review of literature was conducted at the initial

stage of the research and during the research process to establish a solid theoretical base for the study area and a basis for addressing the problems and attaining the study objectives. The literature review conducted in this research covered the subject of knowledge management (KM), leadership and public sector. Furthermore, undertaking the literature review provided the critical analysis of numerous KM related issues, critical success factors, public sector challenges in the KSA and leadership issues for implementing KM related change initiatives.

The sources of literature for this study included journal articles, reports, books, and conference proceedings. The first stage of the reviewing the literature was to find peer reviewed papers that contained the word knowledge management, leadership and public sector in the title or abstract. This helped to outline and identify a list of authors active and concerned in the area, journals that covered related articles, papers quoted in or referred to these articles. Based on this, further searches were made, using various electronic databases including; Elsevier (Science Direct and SCOPUS), ProQuest, EBSCO, Web of Knowledge, and internet search engines (Google Scholar), and the university library catalogue. During the different research process stages, the practice of reviewing the literature was repeated at intervals.

The knowledge gained through systematic literature review informs the research approach to data collection which is the second stage which in turn provides the raw data for final process of analysis, discussion and recommendations. The study features a qualitative data collection and analysis techniques. A review of literature was conducted at every stage to enable a better understanding of the subject matter of the study. Although the stages are linear in nature continuous reflection is an important part of the research process, as with this research, the knowledge and gaps identified through

literature review and the design of the research approach often requires a degree of flexibility in the formulation of research aims and objectives and subsequent research approach. Final stage discusses research outputs. It constitutes results analysed in chapter 5, chapter 6, and chapter 7. A knowledge leadership awareness tool is discussed in the penultimate chapter 8 of this thesis. The aforementioned chapters are substantiated with relevant literature.

4.3 RESEARCH PHILOSOPHY

According to Strang (2015) there are two main purposes behind the selection of a research ideology: First, is for researchers to define their philosophical view or research perspective and second, it serves as a baseline for researchers to understand each other's viewpoints and publications. Within the Research ideology layer there are three factors: Axiology, Epistemology and Ontology.

Petrescu (2015) defines axiology as “a descriptor of subjective ideological systems of individual values”. According to Strang (2015) it refers to the theory of beliefs, including moral beliefs and how these impact ethics. Epistemology can be simply defined as the study of knowledge (Benzel, 2018). Strang (2015) refers to epistemology as the theory of knowledge, encompassing the disciplinary terminology for communicating knowledge between scholars. The epistemology of a research addresses a specific terminology for the investigation, which may vary depending on the discipline of the research.

The ontology factor addresses the cognitive analysis of the researcher. Ontology refers to the foundational beliefs of a researcher of what is real or not. These factors are a

sociocultural and philosophical decomposition of the ideologies of a researcher. Ultimately, a researcher's ideologies can be assembled together and named according to its philosophical knowledge beliefs and values.

4.4 RESEARCH APPROACH

The research approach is the plan that is developed from the formation of the research question through to the formulation of the method of investigation to the analysis and interpretation of information. In general, the three most recognised approaches to research are qualitative, quantitative and mixed methods. The nature of each approach as described by Creswell and Creswell (2017) is shown in Table 4.1, although it should be noted that there are no hard boundaries between each approach. Qualitative and quantitative are not entirely opposed and, in some cases, as in mixed methods can include both elements (King, et al., 1994.).

According to Jackson, *et al.* (2007), qualitative research refers to a collection of data relating to understanding, opinions, and motivations throughout some methods like include focus groups, individual interviews, and participation or observations. Kawulich (2004) indicates that a qualitative approach refers to all type of research that provides non-numerical data or data that cannot be quantified. This type of data must be analysed and understand the meaning of it to be useful for the investigation allowing the researcher to develop a theory form the data.

Table 4.1: Characteristics of the three main research approaches

Qualitative	Quantitative	Mixed Method
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Exploring and understanding the meaning of social or human problems	Testing objective theories by measuring the relationships of variables	Any enquiry which involves the collection of both qualitative and quantitative data
Process involves emerging questions with data typically collected in the participants setting	Process involves the measurement of the variables to collect numbered data with built in controls to protect from bias	Process involves the integration of qualitative and quantitative approaches
Data from interview, observation, document and audio-visual	Data includes from performance, attitude, observation and census	Multiple forms of data
Inductive data text and image analysis generating theme from data findings with the research interpreting the meaning of the data	Deductive theory testing with data analysis using statistical procedures	Research design requires philosophical assumptions and theories specific to the research aims and objectives. Both statistical and text analysis
The final report is flexible in nature with the focus on individual meaning and complexity of the research subject to identify themes and patterns	The final report is structured with the ability to generalise and replicate the research findings using statistical interpretation	The final report is delivered with the aim of additional insights and value to stand alone qualitative and quantitative research

Source: Creswell and Creswell (2017)

There are two different types to approach data collection and analysis, which are deductive, or inductive perspective and Saunders, *et al.* (2009) discuss the differences between both of them for qualitative data.

The author state that when using a deductive approach, the researcher makes use of existing theories to develop their research hypothesis and objectives to then create a framework that allows the researcher to test the hypothesis of the investigation. On the other hand, Thomas (2003) indicates that in the inductive approach instead of creating the research question based on existing theory, in this case, the data is started to be collected and then been analysed to find patterns and relationships among the data and see which cases or ideas come from to data to develop a theory. Saunders, *et al.* (2009) clarified that this type of approach is very difficult to follow and should not be conducted by inexperienced researchers.

Quantitative approach refers to research that generates all types of numerical data. The data is quantifiable and can be used to create statistical analysis and is used to quantify behaviours, attitudes opinions, and other variables. When using quantitative data, the questions how much, how many and how often must be answered and it is conducted through different methods such as surveys, interviews, observations, and others (Neuman, 2014).

Mixed approach refers to a combination of methodologies between qualitative and quantitative data in a single research. This approach is being stated to be a more beneficial methodology because this integration allows a complete utilization of data than when it is done separately. With a mixed approach, the researcher has more comprehension of the data which enable to have better conclusion and recommendations (Wisdom & Creswell, 2013). However, the authors highlight that this type of approach has to be done more strategically because there is more complexity in its development.

The purpose of this research is to provide detailed information and knowledge to support the realisation of the benefits of leadership for implementing KM related change initiatives in the KSA public sector organisations. From the original aims and objectives formed, the anticipated approach was to collect data through a mixed method by using a sample population of current KM professionals in the KSA public sector. On further investigation into the potential sample it was found that there was not a sufficient population available for the collection of data via a questionnaire as the KM is very much in its infancy in the KSA public sector organisations. Therefore, from the challenges and gaps identified from the literature review and subsequent investigation into the target population available for data collection the decision was made to modify research approach accordingly to a qualitative method only and not mixed method.

4.5 RATIONALE FOR CHOOSING QUALITATIVE METHODOLOGY

Quantitative approach is used for investigations in which closed-ended questions are used that generate quantifiable data, which is why the appropriate approach to be used was qualitative because it is carried out in researches that use open-ended question (Mohajan, 2017), allowing the participant to express their selves in an open way with no limitations, obtaining more detailed descriptions of the procedures, advantages, barriers, among others, in order to explore and understand correctly the phenomenon.

The topic that concerns this research is about the leadership and KM. For the purpose of this research, a qualitative approach was carried out, collecting experiences, opinions, and advice from the public sector organisations professional. Through the use of qualitative approach, the data was analysed to identify common and different patterns in order to create appropriate conclusions and recommendations about this procedure and thus achieve the purpose of the research.

Adopting a qualitative approach in obtaining research would involve a small number of in depth responses through interviews whereas a quantitative approach would involve a large spread of participants in the form of questionnaires. Utilising a qualitative approach would provide deeper level of insight which is ideal for area where there is sparse knowledge available (Liamputtong and Ezzy, 2005).

4.6 QUALITATIVE RESEARCH DESIGN

There are five groups of qualitative research design which have different methodologies to perform the study according to its purpose: ethnography, narrative, phenomenological, grounded theory, case study. The type of research design is going to be selected according to the research strategy and techniques that are going to be used for the research.

- **Ethnography**

Ethnography is a branch of anthropology which is a science that studies the social relation and culture of human beings. This study provides an understanding and description of human societies through the collection of data by the researcher with methods such as passive observation and contextual interviews (Astalin, 2013).

In this type of research, the researcher immerses in the environment of the participants so in that way they can analyse the culture, social challenges, motivations and other topics that would emerge. When a researcher develops ethnographic research, they often spend years in the participant's environment, collecting data through direct observation and interaction with the subjects (Bernard, 2011). Arnould and Wallendorf (1994) highlights that it requires the full time of the researcher for an unspecified time and it can be problematic when they do not know the native language of the environment or the social mores.

Astalin (2013) state that an advantage of this research is that it helps to identify issues that could have not been encountered unless the researcher lives in the environment where the research is being conducted. However, the author notes that a disadvantage is

that the participants may start to behave differently when they note the presences of the researcher.

- **Phenomenological**

Phenomenological research is used to describe the detailed characteristics of an occurred phenomena. It is used to identify phenomena and concentrating on individual experiences, understanding the properties and structure of the experiences. Phenomenology makes use of different types of methods to collect data such as observation, conversation, meetings but the main method is through interviews with the individuals (Giorgi, 2012).

Phenomenology refers to describing something that we aware but not understand at its full form, it exists as an integral part of the world. This method is used when is needed to clarify and understand something, however, this study will not necessarily generate precise explanations but will increase insight about the phenomena (Groenewald, 2004).

- **Grounded theory**

Grounded theory refers to a type of qualitative research methodology that collects and analyse data in a systematic way in order to generate a theory. It is commonly used to understand social processes such as relationships and behaviour of groups (Crooks, 2001). It differences itself from phenomenological research because phenomenology only provides details of the characteristics of the phenomenon, and in contrast, grounded theory allows researchers to create theories about the collected data (Strauss and Corbin, 2008).

In grounded theory the researcher does not start the investigation with a predetermined theory, instead, this is responsible of collecting the data and then develops a theory according to the patterns found from the experience of participants (Astalin, 2013). For grounded theory research there are different methods to collect the data but the most effective and commonly used are interviews and observation even though is highly recommended the use of relevant documentaries and literature review (Crooks, 2001).

Grounded theory as a method helps us to identify categories and provide understanding on how to link categories and establish a relationship among them (Astalin, 2013). Creswell (2013) state that grounded theory performs collection and analysis of data simultaneously using a comparative analysis. In this process, the data is transcribed from the moment it is collected and analysed immediately so that the ideas that arise from that analysis are included for the next data collection with the next participant, which means that the interviews carried out later do not have similarity with the first one made.

- **Case study**

Shuttleworth (2008) refers to a case study as a type of research that provides in-depth detail about an individual, group or event. Case study is able to combine objective and subjective data in order to provide a better understanding. The author highlights that this type of research has the ability to take a very broad field of study and entrust it in a more focused research topic. It is also used to test theories and scientific models to see if these actually work in the real world.

Case study provides great flexibility because while scientists try to prove or disprove a hypothesis, in the course of this may come results that were not expected, which could cause that the researcher take another direction in the investigation (Astalin, 2013).

Harrison, et al. (2017) highlights that defining and bounding the case can become a very difficult activity due to the intersection of the variables and points that come up in case study research. Bounding the case is very important which involves identifying the parameters of the case such as location, methods for collection of data, participants and setting the timeframe for investigation of the case. Different types of methods are used for the collection of data such as interviews, observation, exploring artefacts and other but how these methods are used will vary depending on the purpose of the research.

- **Action Research**

Action research is a type of qualitative approach which there is collaboration between the researcher and the participant about the diagnosis of a given social situation and the process of developing a solution (Bryman and Bell, 2011). The qualities that stand out most about this type of study are: carrying out research that helps improve the social situation of the participant; generate both theoretical knowledge as well as practical knowledge on the determined social situation; improve the collaboration of the participant which is the one that is affected by the situation; and establish an attitude of continuous change. Action research is applied in order to improve determined practices based on evaluation and critical analysis of the data collected (Burns, 2015).

Action research is applied in order to improve determined practices based on evaluation and critical analysis of the data collected and Creswell (2013) says that this is the main

strength of these researches. The author states that researchers can choose to investigate practices that are in their interest or can engage with other researchers to identify other problems, generate solutions to them and then monitor and analyse the changes made.

Hughes (2008) emphasises that all researchers should be part of the collection process, analysis of the data and then the process of implementing the changes that will be made, but the author clarifies that it is essential that before making these changes, they must pass by a validation process to verify that the results found are correct.

In this study, phenomenological qualitative research design was adopted. For phenomenology researchers, there is no need to generate a hypothesis about the collected data, instead, these researches only focus on studying the experience from the participant's point of view. There is not much structure in this methodology because it is sought that the participant has the necessary freedom to be able to answer the questions with the best possible detail about their experiences. It is for this reason that questionnaires and surveys are not used in this type of studies because they are very structured, which prevents the participant from expressing with freedom (Starks and Brown Trinidad, 2007).

4.7 DATA COLLECTION

Dudovskiy (2018) defines data collection as the procedure to collect, measure and analyse information using validated methods and techniques. The author indicates that this is the most important step of an investigation because a large part of the results depends on a good process of data collection. Data collection methods can be divided into two categories: secondary methods of data collection and primary methods of data

collection. The primary data is a type of data that is collected by the researchers for the first time through efforts and experiences with the purpose of answering their research questions. This type of data is more expensive because it usually requires resources and also requires the supervision of the researcher (Ajayi, 2017).

The secondary data is the data that have already been published in different sources such as newspapers, journal articles, magazines, and others. It is very important to take into consideration in the selection of secondary data that it is necessary to have appropriate criteria to increase the reliability and validity of the investigation (Hox and Boeije, 2005).

- **Observation**

Kawulich (2005) defines observation as a very effective tool for the collection of data that enables the researcher to describe situations, events or people using the five senses. Kawulich (2012) classified observation as a participatory study because the researcher has to be present in the setting where the participants are located. Kawulich (2012) stated that there are two types of observation practices and the selection will depend according to the approach of the research: first, the participant observation which involves that the researcher form part in the setting as an observer and participant; and direct observation in which the researcher only observes the participants or object without having any type of interaction. Observation can be structured in which the data collection is performed using specific variables and with a pre-defined schedule, and also observation can be unstructured where the observation is conducted in a free manner with no pre-determined variables (Dudovskiy, 2018).

- **Interviews**

Interviewing is a tool for collecting qualitative data where the participant responds to numerous questions asked by the researcher about a certain topic, situation, events, and others (Griffiee, 2005). Gill, et al. (2008) categorized three different types of interviews which are: structured, semi-structured and unstructured. First, there are structured interviews where predetermined questions are asked, and they do not perform any type of variation or very little while obtaining answers from the participants. These types of interviews are carried out quickly and are very easy to carry out and administer. Then we have unstructured interviews in which they do not have any predetermined theory and do not have any type of organisation and if they have it, it is little. These types of interviews commonly take a long time to complete and have a higher level of difficulty than the other types of interviews to handle and participate (Barr, et al., 2017).)

Finally, we have semi-structured interviews that are those in which key questions are asked allowing the interviewer or participant to explore the topic to have more details. This type of interviews allows the researcher to discover or elaborate important information that at the beginning had not been taken into consideration (Gill, et al., 2008).

- **Questionnaires**

It is defined as a questionnaire to a document that contains questions and other types of items in order to collect information to be later analysed (Acharya, 2010). The author states that there are two types of questionnaires which are: the first type is structured questionnaires, which contains elaborated questions with defined skipping patterns that

follow a sequence. This type of questionnaire is mostly used for quantitative data collection and provides advantages such as greater ease to administer, fewer discrepancies and consistency in answers; the second type is unstructured questionnaires, which conduct open-ended and vague opinion type questions. This type of questions allows the respondent to answer freely with their point of view about the topic but makes the process of elaborating the response more difficult which in consequences generates less quality responses. When those two types are mixed together is called quasi-structured (Kazi and Khalid, 2012).

Saunders, et al. (2009) indicates that most of the questionnaires that are sent through email are accompanied by a covering letter, explaining the purpose of the research so they can analyse whether they want or not be part of the selected sample. The cover letter needs to be carefully developed because is the first interaction that the researcher will have with the sample, so it has to detail why they were chosen as a sample of the research and how it will contribute a community or specific sector.

In this study, semi-structured interviews were used to collect data. Interviews are a very effective instrument for the collection of qualitative data. Semi-structured interviews are very useful particularly when open-ended questions want to be asked to the participants and want to know the independent thoughts of individuals in a group (Newcomer, et al., 2015). Semi-structured interviews were chosen as the data collection method because they have the potential to generate rich data to explore a range of perspectives and develop a holistic viewpoint (Cassell and Symon, 1994). Interviews were recorded and transcribed. Interviews covered topics such as details of the CSFs for implementing KM strategies; concept of leadership; role of leadership for implementing KM strategies;

traits of leadership; and key leadership skills development programmes related to KSA public sector organisations.

4.8 SAMPLING FRAME

Sampling is essential in research because data cannot be collected from all individuals in a population. The sampling is about collecting data from a small subset of the population which, with its characteristics, must represent the entire population (Endacott and Botti, 2005). The type of sampling method to be used will depend strictly on the type of research that is going to be carried out. There are two types of sample selection techniques which are probability sampling and non-probability. Probability sampling is a technique in which is used a theory of probability to select samples from a larger population. It is essential that for a sample to be considered as a probability sample it needs to be selected with a random selection method (Luks and Bailey, 2011). Non-probability sampling is a sampling technique that uses the opposite method from probability sample and the probability of a sample being selected cannot be calculated. This technique relies on the judgment of the researcher and not on random methods (Panacek and Thompson, 2007). Next, several types of non-probability sampling methods that are commonly used in research are discussed below.

- **Convenience Sampling**

Convenience sampling is known to be a nonprobability or non-random type of sampling where the researcher gets to select subjects of the population that meets some criteria such as geographical proximity, time availability, easy accessibility or other convenience reasons for the researcher (Etikan, *et al.*, 2016). One of the main

disadvantages of convenience sampling is that in the selection of the subjects there is no judgment for choosing a representative sample of the population (Lavrakas, 2008).

- **Purposive Sampling**

Purposive sample, also known as a judgmental sample, is a type of non-probability sample in which the main objective is to select samples that are truly representative of the population. This can be achieved by having a depth understanding of the research topic and the population (Lavrakas, 2008). Researchers choose this type of method because they need the participants to be in accordance with the criteria necessary to meet the objective of the research. However, Palinkas, *et al.* (2015) highlights that one of the biggest disadvantages of purposive sampling is that it is carried out according to the bias of the researcher which may result in the researcher not making correct assumptions on various occasions, not choosing representative samples of the population and affecting the research.

There is a great variety of purposive sampling techniques that can be used depending on the type of study and the objective to be achieved. The types of purposive sampling techniques are: maximum variation sampling, homogeneous sampling, typical case sampling, extreme (or deviant) case sampling, critical case sampling, total population sampling, and expert sampling. The two most used techniques are maximum variation sampling and homogeneous.

The maximum variation samples are constructed by identifying the key dimensions of variations and then proceeding to choose those that differ as much as possible from each other. With the samples of maximum variations, it is possible to get the characteristics of each case detailed, finding patterns in each of them that separate them from each

other and explain the heterogeneity that has emerged (Benoot, *et al.*, 2016). Throughout this sampling method, it is possible to analyse the subjects of research on different angles, which allows a greater understanding. The samples that are chosen with this method are small, ranging from 3 to 50 (Given, 2008).

Homogeneous sampling is a type of purposive sampling technique in which all the selected samples share the same characteristics, for example, same age, background, occupation, and others. This technique is the opposite of maximum variation sampling which search samples with different characteristics. This type of technique is applied when the research question that is being developed requires specific characteristics of a particular group in order to achieve the objective of the research (Etikan, *et al.*, 2016).

- **Snowball Sampling**

Snowball sampling is known to be a non-probabilistic sampling method where the characteristics that the sample must have to achieve the purpose of the research are difficult to find and it is required to use references of the first ones that have been part of the samples of the study to keep having more participants (Dudovskiy, 2018). The author defined three patterns that are used in this method: linear snowball sampling where there is only one reference per participant; exponential non-discriminative snowball sampling where each participant refers to multiple participants; and exponential discriminative snowball sampling which is the same where participants refers other multiple participants but only some of them agree to be part of the study. However, Lewis-Beck, *et al.* (2004) state that the implementation of this method has the disadvantage that there is no guarantee that the sample is representative.

The method used for this research is the “purposive sampling” with homogeneous technique. This method is known to be as a selective sampling method and when choosing the samples, it relies on the criteria of the researcher. The researcher must choose a sample that is representative according to their requirements because in this method the researchers are likely to make mistakes due to errors of judgment. Also, it is highlighted that this sampling method is more useful in qualitative research (DeCarlo, 2020).

For this study, participants were selected from the KSA public sector organisations. Each of the individuals chosen was contacted by e-mail requesting if they were willing to participate in the study. All the interviews were conducted face to face where in a face to face interview there is much more information which can be attained, besides from the actual vocal response towards the questions from social calls such as body language (Opdenakker, 2006). However, in this circumstance the emphasis isn’t towards the interviewee’s personal emotions but rather their expert knowledge and industry experience which is unlikely to evoke a response where social calls would need to be analysed. Also, the problem with face to face interviews is it requires a great deal of time and money to be expended through travelling to the destination, there could be the possibility of the interviewee being unavailable due to unforeseen circumstances (Opdenakker, 2006).

The study sample included directors, consultants, advisers and managers responsible for implementing knowledge management strategies in their respective organisations/departments, as presented in Appendix B. The participants were grouped by their job title: directors, advisors and managers. All the interviewees have

considerable experience in the KSA public sector; in particular they had relevant experience on KM issues, with some of them having ‘knowledge management’ in their job titles.

4.9 DATA SATURATION

According to Renukappa and Egbu (2012) saturation is a term used to describe the point when no new insights or range of ideas are generated through adding more data. Creswell (2009) pointed out that a theoretical sampling process usually involves 20-30 interviews before data is saturated. Ribbens and Edwards (1998) noted that the suitable number of experts for qualitative research may range from five to 50. Murry and Hammons (1995) suggested that, for the qualitative decision-making process, the number of experts may be in the range of 10 to 30. In this study, data were collected until no new aspects of the KM and leadership strategies were revealed. In this study, actual saturation of data occurred before the 40 interviews. To ensure greater dependability and transferability (Creswell, 2014), a total of 42 professionals were interviewed in the KSA public sector organisations.

In this study, the interviews lasted between 20 and 90 minutes. The format of these interviews was face-to-face, and the transcripts were recorded and supplemented with field notes as appropriate. These interviews were recorded with permission and supplemented with field notes. During interviews, visible evidence of KM activities in the interviewed organisations (e.g. posters, awards) was also noted. Full, verbatim transcripts were produced to ensure nothing was omitted based on subjective filtering by the researcher. Audio records were frequently replayed to pick up additional data from

voice inflection and demeanour, laughter and joviality, and other nuanced behaviour otherwise lost during transcription.

4.10 ETHICAL ISSUES

Since the nature of qualitative data is based on interaction between researcher and the participants, it can be challenging throughout the different stages of study. By considering qualitative data collection in a research there are some ethical challenges to be taken into account. Qualitative data collected can be described as interpretive research where this method investigating *why* and *how* of a human being and the findings may be controversial if the interpretation is incorrect and bias. Therefore, ethical guidelines have been implemented in order to deal with ethical challenges of qualitative studies. The first stage is the ethical form submission to get approval from the University of Wolverhampton for this research. As far of the ethical form concern, it has been approved to proceed to the next level of the research study. The participant given information on the ethical guidelines as the relationship and the intimacy during the research, treated as “private and confidential”. The participant has been informed of the control and ownership of the data belongs to the researcher on the purpose of study.

4.11 DATA ANALYSIS

Steneck (2007) defines data analysis as the process of applying statistical and logical techniques in a systematic way to describe, summarise and evaluate data. The qualitative data analysis can contain statistical procedures and often becomes an iterative process where data is collected and analysed simultaneously. The type of analysis is related to the type of qualitative design implemented in the research and the

form of the data. In qualitative research, the analysis of data collected through interviews, questionnaires, focus groups, and others is done by identifying common patterns in the data and then analyse it critically to be able to meet the objectives of the research and answer the research question (Dudovskiy, 2018).

On the other hand, the analysis of quantitative data requires the interpretation of quantified information and critical analysis of these, seeking to find the meaning of the results found. It is very important to always make a comparison between the results of the primary researches and the literature review in both quantitative studies and qualifications to find similarities and differences with other investigations (Albers, 2017).

- **Content analysis**

The content analysis shows three different approaches: conventional, summative and directed, which are used to understand the meaning of the text data (Hsieh and Shannon, 2005). The main objective of qualitative content analysis is to convert in a systematic way a large amount of text data into a organise summary of important results (Erlingsson and Brysiewicz, 2017). Mayring, (2004) highlight that one of the strengths of content analysis is that is a reliable way to analyse qualitative because the coding units do not allow interpretation which enables different researchers to apply in the same way over time. However, the author state that this technique of analysis is only useful to describe the data and cannot provide a deep understanding of the data patterns arising (Mayring, 2004).

- **Constant comparison analysis**

The constant comparison is a technique used to analyse qualitative data with the aim of creating a theory. This technique is also used so that researchers can analyse and compare the gathered data from different angles so that similarities and differences can establish a pattern (Rahman and Salih, 2015). Lewis-Beck, et al. (2004) defined this technique as the process where there is a comparison between the interpretation and findings of the collected data with existing findings. Glaser (1965) described constant comparative in four stages: first, comparing the results on each category; integrating categories; delimited the theory; and write the theory.

- **Framework analysis**

Frame analysis is a technique commonly used for qualitative research that has gained momentum with the social and health science, and psychology has great potential as an analytic approach with multidisciplinary significance (Parkinson, et al. 2016). Srivastava and Thomson (2009) highlighted that this type of qualitative analysis method is very flexible because it allows the researcher to analyse the data after the collection or during its collection process. Furthermore, in the analysis stage, the data is examined, charted and sorted and this process involves five steps: familiarisation, identifying a thematic framework, indexing, charting, and mapping. This method is useful when various researchers are working on a project, especially when not all members of the team have experience with qualitative data analysis and when a large data set where is desired to have a holistic and descriptive overview (Gale, et al., 2013).

- **Thematic Analysis**

Thematic analysis is a method used to identify, analyse, organise, and describe a set of data that has been collected. This method has a flexible structure because it can be modified depending on the nature of the study, thus obtaining an in-depth description of the data (Nowell, et al., 2017). The author considers that because thematic analysis has basic skills for performing various forms of qualitative analysis, this should be a fundamental method in qualitative analysis.

Braun and Clarke (2006) consider that it is one of the easy methods to use and learn because it does not require the researcher to have knowledge of the theoretical or technological knowledge of other qualitative approaches. This method is widely used to examine and analyse people's perspectives, finding patterns of similarities and differences between them. It is also very used to make a get the key characteristics of a large set of data.

In this study, analysis of the interviews was undertaken using Content Analysis. The purpose of content analysis is to provide knowledge and understanding of the phenomenon (Downe-Wamboldt, 1992). Hsieh and Shannon (2005) noted that Content Analysis is a method of research for subjective interpretation of the context of text through a systematic process of classification of coding and identification of themes or patterns. In the study, coding of the transcribed documents involved open coding of meaning units, that is, words, phrases, sentences and paragraphs, which essentially involved labelling concepts. The emerging concepts were then mapped into themes. The themes have been cross-checked on group discussions between the research team and

three fellow researchers. The unit of analysis adopted for this study was the KSA ‘public sector’, and the embedded unit of assessment was the ‘individual employee’.

In a comprehensive assessment by Morison and Moir (1998) on the pros and cons of using software for coding, limitations seemed to outweigh benefits. When purported efficiency of data management and retrieval capabilities were weighed against the potential loss of ‘familiarity with the data engendered through repeated handling, reading and re-reading that is part of the analytical process itself distancing researcher from the data through mediation of computer software’. Therefore, it was decided that a better approach was to use paper, pen and the capabilities of Microsoft Word.

4.12 INTERPRETIVE STRUCTURAL MODELLING (ISM)

According to Watson (1978), ISM is a method involving a qualitative and interpretive approach (based on the judgement of the experts from the industry and academia) to resolve complex problems based on a structural mapping of interconnections of attributes, followed by transforming them into a multi-level structural model. The finding from content analysis was subjected to ISM method.

According to Raj et al. (2008), ISM has several characteristics which make it suitable to be applied in the present study: experts’ knowledge and experience is utilised to analyse the complex system and break it into different elements to build a clearer model; it is a modelling technique wherein relationships are depicted into a diagraph model; it is intended to be used for group and individual learning; and it improves the quality of communication within the context of the problem. Although ISM has several advantages, the methodology possesses a few limitations: a limited number of variables

are used in the model development, leading, thus, to ignoring the least affecting variables or issues; and people's bias, which may impact the final result.

Malone (1975) noted that ISM is an application of simple notations of graph theory used to explain the complex pattern of relationships. This methodology is widely used by researchers for exploring the direct and indirect association among the identified parameters of various disciplines in a simplified way. ISM is utilised to understand the relationships between the critical success factors (CSFs) and to develop insights into a collective understanding of these relationships.

The eight steps involved in the ISM method are listed below (Beikhhakhian et al., 2015; Abuzeinab et al., 2017; Lim et al., 2017; Raut et al., 2017):

Step 1: the CSFs for implementing KM strategies in the KSA public sector organisations context are identified through experts' opinion.

Step 2: A relationship is established between the CSFs determined in step 1.

Step 3: A structural self-interaction matrix (SSIM) of CSFs is developed, indicating a pair relationship between all CSFs.

Step 4: From the SSIM, a reachability matrix is developed, and the same is checked for the transitivity. This is an underlying supposition in the ISM tool that defines whether a CSF 'X' is related to 'Y' and 'Y' is related to 'Z' then 'X' is similar to 'Z'.

Step 5: The final reachability matrix obtained from step 4 is portioned into different levels.

Step 6: From the final reachability matrix of final contextual relationships among the CSFs, a directed diagraph is drawn and transitive links are removed from the same.

Step 7: By replacing the nodal elements with the statements, the developed diagraph is transformed into an ISM model of CSFs.

Step 8: The developed model is reviewed and checked for any conceptual inconsistencies.

4.13 VALIDITY AND RELIABILITY

Reliability refers to obtaining the same answers in a determined research when using the same methods and instruments more than one time. For instance, when an indicated research has high reliability indicates that when other researchers impart the same research methods with the same instruments and conditions, they will generate the same results (Spitzer, et al., 1978).

Golafshani (2003) defines ‘reliability’ as a term that is commonly used for evaluating all types of research but especially for quantitative research. In quantitative research, reliability defines the quality with the purpose of explaining, and on the other hand, in qualitative research it has the purpose of generating understanding. Reliability is a concept that any qualitative researcher must be concerned while creating a study, analysing the data and results, and stating the quality of the research.

Wilson (2010) state that one of the issues of reliability is the subjectivity adopted by the researchers. The author state that once a researcher implements a subjective approach for a determined study, the reliability of the research is compromised.

Validity establishes if the obtained ones of the analysis of the data collected by the researcher meet the necessary requirements of the scientific research method (Heale and

Twycross, 2015). There are two main types of validity: first, internal validity refers to the validity of the measurements and results of a test. The level of confidence will come from how well it has avoided those factors that can make the results of the research questionable; and external validity refers to how generalisable the results obtained in research can be within the population and in other environments (Taherdoost, 2016).

In order to validate this research, the findings obtained from the data collected and analysed is compared with readings from other authors in the area and then conclusions are made. Through this process, we can know if the findings coincide or not.

In this study, threats to validity were minimised through triangulation of data collection methods (interviews, internal and external documents) and verification of the initial thematic codes by participants, where they judged the accuracy of data collected, though not its conclusions (Tajeddini and Mueller, 2012). External validity explains how generic the research findings are beyond the cases used in the study (Yin, 2009). External validity has been an important issue and the number one subject of discussion when discussing the quality of qualitative research. Yin (2009) notices that critics typically claim that no generalising can be undertaken on the basis of a few cases, let alone a single case. As to the external validity, the results of this study remain limited in their generality, irrespective of the triangulation.

4.14 THE DEVELOPMENT AND VALIDATION OF A KNOWLEDGE LEADERSHIP SKILLS AWARENESS TRAINING TOOL

The empirical findings from the previous stages of the research study and aspects from critical review of literature were taken into consideration in the development of the

training tool. In this study, during face-to-face interviews, interviewees were asked the need for development of a knowledge leadership skills awareness training tool for KSA public sector organisations. Of the interviewees, 98% (41 of the 42) cited the need for a holistic, comprehensive training tool for addressing the knowledge leadership skills. Therefore, development of a knowledge leadership skills awareness training tool was developed and validated (see chapter 8). Ten key leadership traits were considered to be important for implementing KM related change initiatives. The developed awareness tool provides broad guidance for the development of knowledge leadership skills.

The developed framework was validated with six directors from the KSA public sector organisations. The directors had over 25 years of work experience in the public sector management. The professionals had been informed by e-mail about the objectives of the research study and aim of the training tool. Also attached to the email was the developed training tool. This e-mail was sent one week prior to the face-to-face interview so as to create an opportunity for the interviewees to review the developed training tool. The experts selected were required to provide comments on the developed training tool. All face-to-face interviews were recorded with permission and later transcribed. As part of the analysis of the interviews, content analysis was employed.

4.15 SUMMARY

This chapter provided an overview of the research methodology and procedures used in the acquisition and analysis of empirical evidence used to determine the role of leadership for implementing KM strategies in the KSA public sector organisations. The chapter also explains why and how qualitative methodology was adopted for this research study. Content analysis was used to analyse qualitative data. Results from the

analysis of qualitative data are discussed in Chapter 5, Chapter 6, Chapter 7, and Chapter 8.

The next chapter (i.e. Chapter 5) will discuss the evaluation of critical success factors (CSFs) for implementing knowledge management (KM) strategies and structure the relationship between these CSFs for effective implementation of KM strategies in the KSA public sector organisations.

CHAPTER 5 : AN INTERPRETIVE STRUCTURAL MODELLING (ISM) APPROACH TO EVALUATE CRITICAL SUCCESS FACTORS FOR IMPLEMENTING KNOWLEDGE MANAGEMENT STRATEGIES

5.1 INTRODUCTION

This chapter evaluates the critical success factors (CSFs) for implementing knowledge management (KM) strategies and structure the relationship between these CSFs for effective implementation of KM strategies in the KSA public sector organisations en-route to organisational competitiveness. The discussion is based on qualitative data obtained from 42 professionals from the KSA public sector organisations. In doing so, this Chapter addresses the first research objective of the current study, which is “to evaluate the critical success factors for implementing knowledge management strategies in the KSA public sector organisations” and first research question, which is “what are the critical success factors for implementing knowledge management strategies in the KSA public sector organisations?”.

5.2 IDENTIFICATION OF THE CRITICAL SUCCESS FACTORS FOR IMPLEMENTING KM IN THE KSA PUBLIC SECTOR ORGANISATIONS

In this study, interviewees were asked to list and describe the CSFs for implementing KM strategies in their organisation through face-to-face interviews. Table 5.1 shows the nine CSFs for implementing KM strategies in the KSA public sector organisations. Each of these CSFs is discussed in detail below.

Table 5.1: Critical success factors for implementing KM strategies in the KSA public sector organisations

CSFs for effective implementation of KM strategies	Percentage of interviewees cited (N= 42)
Leadership	95% (40/42)
Organisational culture	90% (38/42)
Information and communication technology infrastructure	83% (35/42)
Reward and incentive system	81% (34/42)
KM strategy	76% (32/42)
Knowledge audit	71% (30/42)
Training and education	69% (29/42)
Knowledge sharing	60% (25/42)
Knowledge capture	48% (20/42)

- **LEADERSHIP**

Organisation leadership forms the foundation for successful KM implementation (Kim et al., 2003). Ichijo and Nonaka (2007) emphasise the role of leadership in building and managing knowledge in organisations. By reviewing the literature to provide a framework for assessing KM and KM success factors, Jennex and Olfman (2005) noted that leadership is one of the most important critical success factors.

In this study, overwhelmingly 95% (40 of the 42) of the interviewees stated that leadership is a key success factor for effective implementation of KM initiatives in their organisations. Many interviewees noted that leadership in the KSA public sector organisations is a great importance because it deals with knowledge workers, those with

specialised expertise. Leading them can be done only through intellectual power, conviction, persuasion and interactive dialogue. It requires skills that build confidence and engagement.

From a strategic perspective, management and leadership skills include the capacity to demonstrate purpose-driven leadership and the ability to provide strategic leadership through the development of knowledge-based models. Moreover, there is a need to implement KM strategies and plans across various levels. In this study, 86% (36 of the 42) of the interviewees noted that the ability to set direction, create alignment and maintain commitment towards the idea of a knowledge-based organisation is a key leadership skill gap in their organisations. The ability to align business goals with knowledge-based targets and objectives is a desired capability, as is the capacity to develop return on investment for all stakeholders. Most often cited leadership skill gaps identified by the interviewees include: development of the KM vision and mission; active promotion of a knowledge agenda, including the creation and diffusion of KM models, frameworks and language; the design, implementation and oversight of the creation and development of an organisation's knowledge architecture and infrastructure; prioritising funding for KM programmes; the establishment of a knowledge culture; and creating reward systems.

Interviewees further noted that the absence of active management involvement is likely to mean that the KM process will be handicapped by insufficient time, finance and human resources. Therefore, it is most important that knowledge workers perceive their leaders as being actively engaged and committed to supporting knowledge activities and they recognise and reward such attempts in their co-workers. Leadership is most important because this is the authority that shapes the organisation; they can build,

create, gain and implement knowledge to achieve organisational goals. If the leaders focus on the knowledge sharing and implementation, the subordinates cannot hoard knowledge. Moreover, the leaders may include KM in the organisation's mission and vision.

For instance, one of the interviewees noted that:

“Because of the recent recession, downsizing and cost-cutting initiatives taken by the KSA government, innovation is important for our sector in general and to my department in particular. Amount of knowledge loss because of retirement and downsizing becomes a crucial issue for us. Managing our internal knowledge assets is critical. Therefore, we have created a new position called Chief Knowledge Officer (CKO). The responsibility for developing and implementing KM strategies in our department often falls on the shoulders of a CKO. It becomes the CKO's responsibility to develop a strategy that dictates how a department handles its knowledge assets and to foster a culture that is constantly learning and growing. To meet the CKO's goals, we have created a new knowledge map, information and communication technology infrastructure and reward systems to promote knowledge capture and a sharing culture.”

The aforementioned statement suggests that organisations are creating new leadership positions at the organisation or department levels to create culture for knowledge capture and sharing. An effective knowledge map can change the culture and behaviour of an organisation, if management supports and demonstrates that change. Creating and maintaining the knowledge maps is a leadership responsibility that can be supported by

good KM practices and often the introduction of KM technologies. If it becomes clear that people just do not know what the skills and expertise of others are, an organisation may accelerate its adoption of technologies to support expertise location, communities of practices, virtual meetings, instant messaging, and so on. Face-to-face or other real-time programmes that bring people together to share their individual experience and expertise start to break down the “don’t know” barriers (Harper and Trees, 2018).

Yu et al. (2004) pointed out that both the support from high-ranking officers and the activities arranged by KM groups would influence the KM performance positively. Putting transformation and change in perspective helps people balance the fears and opportunities associated with change, and to make better choices about the way that they react. Leadership is everyone’s job in an organisation, rather than the job of the leader, and it is hard to envision any degree of sustainability without it. Leadership is the essential ingredient in creating enthusiasm in an organisation, especially when the going gets tough. However, this factor is no different from that required in any other corporation driven by a strong vision (Collins and Porras, 1997).

In summary, leaders today are aware that they are no longer the main source of knowledge. Knowledge is in their people and processes as well. Therefore, leaders are now starting to share the burden of decision-making with their knowledge workers by becoming coaches, asking the right questions and allowing knowledge workers to participate and get involved. Leadership commitment to KM initiatives would assist in breaking down barriers in achieving KM goals– barriers such as tunnel vision, past practice, old ideas and cultural frameworks that, together, combine to discourage new visions of the future. The key to effective implementation of KM strategies in the KSA public sector organisations is for leadership to establish a culture that is proactive in

formulating KM-related objectives, to pursue a strategy of continuous improvement and resource that strategy. In addition, leadership is about preparing organisations with a knowledge-based vision and values that resonate with the leadership team, all employees and key stakeholders. More importantly, top management and senior executives must demonstrate the sharing of their own knowledge, using others' knowledge in the actions they take and giving credit to accountants who share their knowledge (Barnes, 2001). Therefore, leadership is crucial for implementing KM initiatives. Leadership skills need to be reinforced by the corporate values, the funding of corporate change programmes and willingness to transform organisations towards a knowledge-based view of the firm.

- **ORGANISATIONAL CULTURE**

Of the interviewees, 90% (38 of the 42) asserted that organisational culture is one of the main critical success factors for successful implementation of KM-related initiatives in their organisations. These findings have also been supported by Al-Adaileh and Al-Atawi (2011) as, in their study on the topic of significance of organisational culture in the context of Saudi Telecom, they concluded a positive direct relationship of organisational culture in the KM. The absence of active management involvement is likely to mean that the KM process will be handicapped by insufficient time, finance and human resources. Change in culture and individual behaviour must aim towards encouraging the use of knowledge, not for individual advantage, but for the benefits of the organisation as a whole (Barnes, 2001).

Drawing on Tseng (2010), organisational culture can either enable or disable the knowledge conversion process in an organisation. Liebowitz and Chen (2003), for instance, found that it is more difficult to share knowledge in public sector organisations

because most people associate knowledge with power, and their promotion opportunities. Tseng (2010) proposition is based on her study to identify the extent of correlation between different types of organisational culture and knowledge conversion and corporate performance. Similarly, Wiewiora et al. (2013) concluded that organisational culture is an important factor to consider in the context of KM, as its boundaries may often restrict the flow of information and knowledge among employees. It can be claimed that one of the critical success factors for effective KM is that employees must be willing to both share and use the expertise and knowledge available within an organisation (Hlupic et al., 2002).

Schein (1985) defined organisational culture as a set of implied principles held by the people in a society which determines the behavioural implications. In the nutshell, cultures are the product of the tacit underlying beliefs and values that enforce the actions needed to achieve organisational goals (Hogan and Coote, 2014). Wang et al. (2014), in their study, also supported the idea that organisational culture determines the observable norms and practices that prevail in an organisation which then results in laying down the foundation for rituals, expectations, routines, stories and myths. On the other hand, the norms set by the culture lead to the promotion of social context for the communication between people. Hislop (2013) hinted at a link between organisational culture and KM through arguing that organisational culture lays down the social context which, in return, determines the source of knowledge in an organisation, such as who holds the knowledge and who is to share the knowledge.

- **EFFECTIVE INFORMATION AND COMMUNICATION TECHNOLOGY**

In this study, 83% (35 of the 42) of the interviewees noted that the effective implementation of information and communication technology (ICT) tools to facilitate

knowledge capturing, mapping and sharing is another important critical success factor for their organisations. An ICT infrastructure provides a broad platform for mapping knowledge, exchanging knowledge, coordinating activities, sharing knowledge and supporting globalisation commerce. Certain technologies can go a long way in making knowledge exchange easier and more efficient.

In today's knowledge economy, rapid access to knowledge is critical to the success of many organisations. Therefore, appropriate technology is likely to be one of the most important factors in leveraging knowledge in organisations. Brown (1998) argued, based on work in Xerox, that organisations should be seen as 'communities of communities', and that new technology, such as intranets, are well-suited to provide support to the development of effective communication, both within and between communities. The technological potential to support collaboration may be available, but problematic socio-technical issues with respect to intra-community knowledge sharing have to be addressed. The idea of 'workplace portals' with an effective mix of structured and unstructured access to knowledge can help the process a great deal. The explanation also alludes to the fact that, while KM technology is giving companies more sophisticated and easier ways to break barriers, knowledge sharing still depends on people (Mohrman et al., 2002).

Quintas (2002) stated that ICT has an unquestionable place in organisations. Information and communication technologies must work with, and not against, the key fundamentals that make human beings knowledgeable in social contexts. This emphasises the need for the transformation from tacit to explicit knowledge. Some of the advantages of ICTs are that they can lead to effective and efficient practices through the use and exploitation of knowledge and reduction in the number of mistakes being

made. However, many issues concerned with the human aspects of the use of computer-based systems remain problematic despite the technological advances. An enhanced ability to collect and process data, or to communicate electronically across time and space, does not necessarily lead to improved human communication and action.

ICT infrastructure and software should promote the efficient and effective capture of both tacit and explicit knowledge and support knowledge sharing in the entire organisation. In fact, effective KM depends on people sharing their knowledge through computer facilities together with the users of knowledge throughout the organisation being able to have access to the organisation's knowledge base (Martin, 2000).

- **REWARD AND INCENTIVE SYSTEM**

The role of a rewards and incentive system in managing knowledge is to motivate employees to map, capture and share their tacit and explicit knowledge. It is found that the motivation to contribute knowledge is an intangible critical success factor for any KM activity (Davenport et al., 1998). In this study, 81% (32 of the 42) of the interviewees stated that a rewards and incentive system to promote KM initiatives is another important critical success factor. People tend to hide knowledge for their own advantage because they are afraid of their perceived value if they share knowledge with colleagues. Organisations should, therefore, focus on long-term motivational approaches, and make the extent of knowledge contribution part of the evaluation and compensation structure (Davenport et al., 1998).

Moreover, a significant number of interviewees in this study noted that their organisations do not have any monetary or non-monetary incentives as rewards for KM-related change initiatives. The lack of rewards, combined with the low level of

assessment as part of annual performance reviews, could, perhaps, hinder KM practices. It is generally believed that management support and organisational culture are critical factors for successful deployment of KM initiatives. Therefore, organisations must create new job roles, reward systems and specific training programmes to promote KM-related change initiatives. Wang et al. (2014) also supported the adverse role of monetary reward for the KM, arguing that monetary rewards promote transactional behaviour in an organisation that, in the long-term, demotivates staff and could even lead to the destruction of a firm's financial position.

Knowledge workers are knowledge providers and value creators in an organisation (Sveiby, 1997). As such, organisations will not be able to turn 'our people' into 'our most valuable asset' without addressing the real need of 'our people'. Therefore, it is important to encourage, motivate and reward employees who make a contribution to the organisation's knowledge and this culture-related issue remains a challenging task for most organisations (Huang, 2004). However, relying solely on the monetary reward or incentive system to promote KM could prove to be a problematic task, hence, it is important for the management to keep a balance between monetary and non-monetary reward as a basis for the promotion of KM (Pandey and Dutta, 2013).

- **KM STRATEGY**

In this study, 76% (32 of 42) of the interviewees noted the need for having a robust KM strategy as one of the most important critical success factors. Many public sector organisations in the KSA suffer from the absence of a KM strategy and even those who do have one usually end up in facing resistance from upper level management to implement it (Al-Hussain et al., 2012). In recent years, the concept of strategic management has shifted from the resource-based view to the knowledge-based view of

the firm, as it enables organisations to increase their capacity and competitive advantage (Oluikpe, 2012). While the basic strategy of an organisation defines corporate direction through setting up its goals, objectives and strategic policies, when it comes to the KM, strategy becomes the logical architecture that specifies critical elements in an organisation's strategy and serves as a tool for communicating and clarifying that strategy. Despite of the importance of the KM strategy for providing firms with competitive advantage in the marketplace, public sector organisations tend to have a lack in their ability to lay down a robust KM strategy. For instance, while studying the challenges faced by the public sector organisations for promoting open innovation, Mergel and Dsouza (2013) found that even western public sector organisation's lack in their ability to promote innovation and the core reasons behind such inability is the lack of a robust KM strategy.

- **KNOWLEDGE AUDIT**

In this study, 71% (30 out of 42) of the interviewees also asserted that knowledge audit is an important tool for implementing and monitoring KM practices in the public sector organisations in Saudi Arabia. Alzeban and Sawan (2013), in their study on the internal audit among public sector organisations in Saudi Arabia, concluded a lack of focus of internal audit on the KM with focus instead given to more materialistic factors, such as financial issues and service quality. Generally, an audit is described as a process that investigates whether or not the goals of an organisation are met (Yatin et al., 2015). In the light of constant changes in the way organisations are run in the modern world, a knowledge audit has become a necessary part since it assists in identifying the extent of the efficiency by which one system has been replaced by another through comparing the resources consumed during the process and the new system, hence, helping in justifying the adoption of the new system. Similarly, while studying the process of knowledge

audit in the implementation of KM in the public sector organisations in Malaysia, Zulkifli et al. (2016) signified the importance of KM audit in public sector organisations through arguing that the work of public sector organisations involves both tacit and explicit knowledge; however, they insisted that there tends to be more tacit knowledge involved in the daily work of public sector organisations than explicit ones, due to the involvement of a hierarchical management structure.

Furthermore, hierarchical management structure has been found to negatively impact the process of knowledge capturing and the knowledge sharing process, hence, this further necessitates the conduct of a knowledge audit in the public sector firms (Zulkifli et al., 2016). While investigating the auditing concept within the information management field, Yatin et al. (2015) provided a knowledge spectrum that emphasises on conducting a knowledge audit on the basis of four areas: wisdom, knowledge, information and data. By wisdom, Yatin et al. (2015) meant wisdom of individuals over the overall purpose of the organisation. On the other hand, Yatin et al. (2015) distinguished between data and information from knowledge by arguing that, while establishment of knowledge requires an extensive amount of experience with information on a subject, ultimately, information and data merely assist in the creation of knowledge and wisdom is usually reached after acquiring a good knowledge about the subject matter. Therefore, it would not be wrong to argue that a knowledge audit covers all other three elements of the knowledge spectrum, such a data audit, wisdom audit and information audit, and, hence, plays an important role in leveraging the knowledge in an organisation.

- **TRAINING AND EDUCATION**

In this study, 69% (29 out of 42) interviewees noted that training and education is an important critical success factor for effective implementation of KM strategies. Drawing on the study by Abd-Rahman et al. (2013), training and education cannot provide any material benefit to the organisation unless knowledge gained through training and education is shared, applied and documented for the purpose of organisational-wide use. To this end, Abd-Rahman et al. (2013), in their study, concluded that it is important for the employees to apply and protect newly gained knowledge in the organisation so that improved organisational-wide results are achieved. However, while studying the main barriers to KM in the Saudi organisations, Al- Hussain et al. (2012) found that the process used for training and educating employees is weak, as it is influenced by the cultural characteristics of collectivism. Collectivism has been defined as the cultural characteristics under which people tend to give preference to people to whom they know and has been recognised as a killer for merit. Therefore, Al-Hussain et al. (2012) argued that, thanks to collectivism, a ‘wasta’ (bribing and connection) system prevails in the Saudi public sector organisations which, in turn, leads to the distribution of learning and development opportunities among those employees who are close to the management and, hence, directly impacts the KM process.

- **KNOWLEDGE SHARING**

In this study, 60% (25 out of 42) of the interviewees noted that sharing knowledge is the most impactful critical success factor for effective implementation of KM strategies. Among the many processes of the KM cycle, knowledge sharing has been identified as the most significant process as well as the cornerstone for effective KM (Yesil and Dereli, 2013). Knowledge sharing has been associated with numerous positive outcomes in the past, such as organisational effectiveness, organisational innovation capability, improved productivity and team task performance. In their study on knowledge sharing,

Wang and Wang (2012) identified a direct relationship between knowledge sharing and organisational level innovation and performance. However, when it comes to the Saudi public sector organisations), Al-Adaileh and Al-Atawi (2011) found cultural implications that prohibit the process required for the exchange of knowledge among employees in the organisation. This is despite the fact that effective KM cannot be attained unless knowledge is exchanged, distributed and shared among members of the organisation (Massaro et al., 2015).

In relation to public service, knowledge sharing is able to improve the quality of a public service delivery system and enhance the productivity level of public service employees (Yesil and Dereli, 2013). However, there is further need to identify whether the practice has been used effectively by the management or not. The tacit and explicit knowledge gained from job rotation, as well as from other sources, must be effectively captured, documented and shared. This is especially critical for tacit or mission-critical knowledge, as it is the main determinant of quality decision-making and even improved organisational performance. While information systems can play a role for tacit and explicit knowledge transfer to take place, the best way of transferring tacit knowledge is not through a database, but human interaction.

• **KNOWLEDGE CAPTURE**

In this study, only 48% (20 out of 42) interviewees noted that capturing knowledge is a key success factor for implementing KM strategies. Capturing tacit knowledge is the process through which the experience and expertise of an individual in an organisation is collected and made available to anyone who needs it (Dalkir, 2005). Undoubtedly, capturing knowledge may be difficult, particularly in the case of tacit knowledge, but knowledge often only remains tacit until someone asks an appropriate question. At that

point, tacit knowledge can become explicit, but, unless that knowledge is captured for someone else to use it again at a later date, learning, productivity and innovation are stifled. Knowledge work already represents 40% of the global economy. Unfortunately, over 50% of organisational knowledge is tacit and non-formalised. It is resident in the minds of its workers. Hence, the capture of knowledge is vital for any organisation, especially for key decisions made based on experience, which is usually shared informally.

Alamri and Abuaghayed (2016) concluded that, while management in the Saudi organisations does recognise the importance of capturing knowledge for an effective KM, due to the problems at the structural level, such as public sector firms usually being run under a close rational and tightly controlled institutional mechanism, this results in the prohibition of the knowledge capturing practice.

5.3 DEVELOPMENT OF A STRUCTURAL SELF-INTERACTION MATRIX (SSIM) MODEL

In the present study, ISM method coupled with MICMAC (Matrix of Cross-Impact Multiplications Applied to Classification) is applied to form the interrelationships between the identified critical factors for knowledge management and establish their driving and dependence power.

The interviews were analysed closely to identify any existing pair-wise relationships. The Structural Self-Interaction Matrix (SSIM) is formulated based on the interrelationship between the nine CSFs identified, as shown in Table 5.2. Four symbols were used to define the direction of the relationship between the CSFs.

- V CSF i will help achieve CSF j
- A CSF j will help achieve CSF i

X CSF i and j will help achieve each other

O No relation between CSF i and j

Based on contextual relationships the SSIM is developed. Keeping the contextual relationship between each enabler in mind, the relation between any two enablers (i and j) and direction of the relation are identified.

Table 5.2: Structural self-interaction matrix (SSIM) of the critical success factors for implementing KM strategies in the KSA public sector organisations

Sl. No	Critical Success Factors	CSF ₁	CSF ₂	CSF ₃	CSF ₄	CSF ₅	CSF ₆	CSF ₇	CSF ₈	CSF ₉
CSF ₁	Leadership	-	X	V	V	V	O	V	V	V
CSF ₂	Organisational culture	-	-	O	V	V	O	V	V	V
CSF ₃	Information and communication technology infrastructure	-	-	-	O	X	V	V	V	V
CSF ₄	Reward and incentive system	-	-	-	-	A	O	V	V	V
CSF ₅	KM strategy	-	-	-	-	-	V	V	V	V
CSF ₆	Knowledge audit						-	X	V	V
CSF ₇	Training and education							-	X	X
CSF ₈	Knowledge sharing									X
CSF ₉	Knowledge capture									

5.3.1 REACHABILITY MATRIX

The initial reachability matrix (binary matrix) shown in Table 5.3 is developed from the SSIM using the following rules:

- If (i, j) entry in the SSIM is 'V', then the entry (i, j) value in the reachability matrix is '1', and the (j, i) value becomes '0'.

(b) If (i, j) entry in the SSIM is 'A', then the entry (i, j) value in the reachability matrix is '0', and the (j, i) value becomes '1'.

(c) If (i, j) entry in the SSIM is 'X', then the entry (i, j) and (j, i) value in the reachability matrix is '1'.

(d) If (i, j) entry in the SSIM is 'O', then the entry (i, j) and (j, i) value in the reachability matrix is '0'.

The final reachability matrix shown in Table 5.4 is obtained by manually adding the transitivity property to the initial reachability matrix. For instance, if a CSF i is related to j and j is related to n, then i is necessarily related to n.

Table 5.3: Initial reachability matrix of the of the critical success factors for implementing KM strategies in the KSA public sector organisations

Sl. No	Critical Success Factors	CSF ₁	CSF ₂	CSF ₃	CSF ₄	CSF ₅	CSF ₆	CSF ₇	CSF ₈	CSF ₉
CSF ₁	Leadership	1	1	1	1	1	0	1	1	1
CSF ₂	Organisational culture	1	1	0	1	1	0	1	1	1
CSF ₃	Information and communication technology infrastructure	0	0	1	0	1	1	1	1	1
CSF ₄	Reward and incentive system	0	0	0	1	0	0	1	1	1
CSF ₅	KM strategy	0	0	1	1	1	1	1	1	1
CSF ₆	Knowledge audit	0	0	0	0	0	1	1	0	0
CSF ₇	Training and education	0	0	0	0	0	1	1	1	1
CSF ₈	Knowledge sharing	0	0	0	0	0	0	1	1	1
CSF ₉	Knowledge capture	0	0	0	0	0	0	1	1	1

5.3.2 LEVEL PARTITION

After establishing the initial reachability matrix, the next step is to make the final reachability matrix, by checking for the transitivity. In this, the hidden relationship is detected. This can be explained as, if X is related to Y, Y is related to Z, and then a relationship between X and Z must exist. The transitivity in the final reachability matrix is shown by 1*. In Table 5.4, the rows are called the reachability set. When the 1's in the table are added, it gives the driving power. The columns are called the antecedent set. When the 1's of the columns are added, they give the dependence number.

From the final reachability matrix shown in Table 5.4, the reachability and antecedent sets for each CSF are obtained. The reachability set for a specific CSF comprises of the CSF itself and other CSFs that help to achieve it, while the antecedent set consists of the CSF itself and other CSFs that helped in achieving it. The intersection of both sets is obtained for all CSFs. CSFs in which the reachability and the intersection sets are similar would be allocated the top level in the ISM hierarchy.

Table 5.4: Final reachability matrix of the of the critical success factors for implementing KM strategies in the KSA public sector organisations

Sl. No	Critical Success Factors	CSF ₁	CSF ₂	CSF ₃	CSF ₄	CSF ₅	CSF ₆	CSF ₇	CSF ₈	CSF ₉	Driving power
CSF ₁	Leadership	1	1	1	1	1	1*	1	1	1	9
CSF ₂	Organisational culture	1	1	1*	1	1	1*	1	1	1	9
CSF ₃	Information and communication technology infrastructure	0	0	1	1*	1	1	1	1	1	7
CSF ₄	Reward and incentive system	0	0	0	1	0	1*	1	1	1	5

CSF₅	KM strategy	0	0	1	1	1	1	1	1	1	7
CSF₆	Knowledge audit	0	0	0	0	0	1	1	1*	1*	4
CSF₇	Training and education	0	0	0	0	0	1	1	1	1	4
CSF₈	Knowledge sharing	0	0	0	0	0	1*	1	1	1	4
CSF₉	Knowledge capture	0	0	0	0	0	1*	1	1	1	4
Dependence Power		2	2	4	5	4	9	9	9	9	53/53

CSFs at this level do not have any other CSFs above them. Once CSFs within the top-level are identified, they are separated from the rest of the CSFs. The same process is repeated to identify CSFs within the next levels, until all CSFs fall in each level. This level partition helps with diagraph modelling. Table 5 shows the reachability set, antecedent set, intersection set, and the initial and final levels of all the CSFs. The level evaluation process of all the nine CSFs is completed in four iterations.

Table 5.5: Level partitions of the reachability matrix (Iteration I to Iteration IV)

Sl. No	Reachability set	Antecedent set	Intersection	Level
CSF₁	1,2,3,4,5,6,7,8,9	1,2	1,2	IV
CSF₂	1,2,3,4,5,6,7,8,9	1,2	1,2	IV
CSF₃	3,4,5,6,7,8,9	1,2,3,5	3,5	III
CSF₄	4,6,7,8,9	1,2,3,4,5	4	II
CSF₅	3,4,5,6,7,8,9	1,2,3,5	3,5	III
CSF₆	6,7,8,9	1,2,3,4,5,6,7,8,9	6,7,8,9	I
CSF₇	6,7,8,9	1,2,3,4,5,6,7,8,9	6,7,8,9	I
CSF₈	6,7,8,9	1,2,3,4,5,6,7,8,9	6,7,8,9	I
CSF₉	6,7,8,9	1,2,3,4,5,6,7,8,9	6,7,8,9	I

5.3.3 DIGRAPH MODEL

After the level partition, many levels were obtained. In this study, the number of levels is 4. By these four levels, a structural model is made; the model is in the form of a digraph.

A preliminary diagram containing the transitive links shown in Figure 5.1 is obtained from the final reachability matrix. In the case of a relationship between CSF i and j, an arrow points from i to j. The final diagram is developed after the removal of indirect links. The top-level CSFs are positioned at the top of the diagram, followed by second level CSFs and so on.

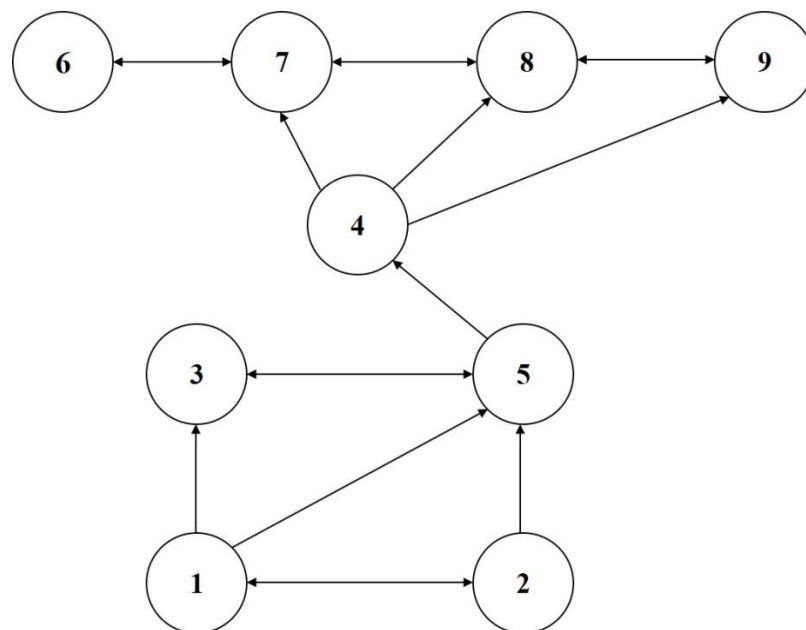


Figure 5.1: Final diagram showing the relationship between the CSFs

5.3.4 ISM MODEL

The developed diagram is converted into an ISM model by transforming the nodes by the CSFs' statements, as shown in Figure 5.2. From Table 5.5, it can be seen that CSFs knowledge audit, training and education, knowledge sharing and knowledge capture were found at level one. Therefore, these CSFs were positioned at the top-level of the ISM hierarchy. The rest of the CSFs have been positioned in the hierarchy, reflecting

their levels, as presented in Figure 5.2. The arrow direction indicates the relationship between the different CSFs. For example, the relationship between the organisational culture and leadership was a two-way relationship. Therefore, an arrow pointing in both directions was used to denote this relationship, whereas the relationship between the leadership and KM strategy was only one direction, in which the leadership influences the KM strategy. Therefore, an arrow pointing from the leadership to the KM strategy was used. It can be observed from Figure 5.2 that leadership and organisational culture were significant CSFs for implementing KM strategies in the KSA public sector organisations, as they came at the base level of the ISM model.

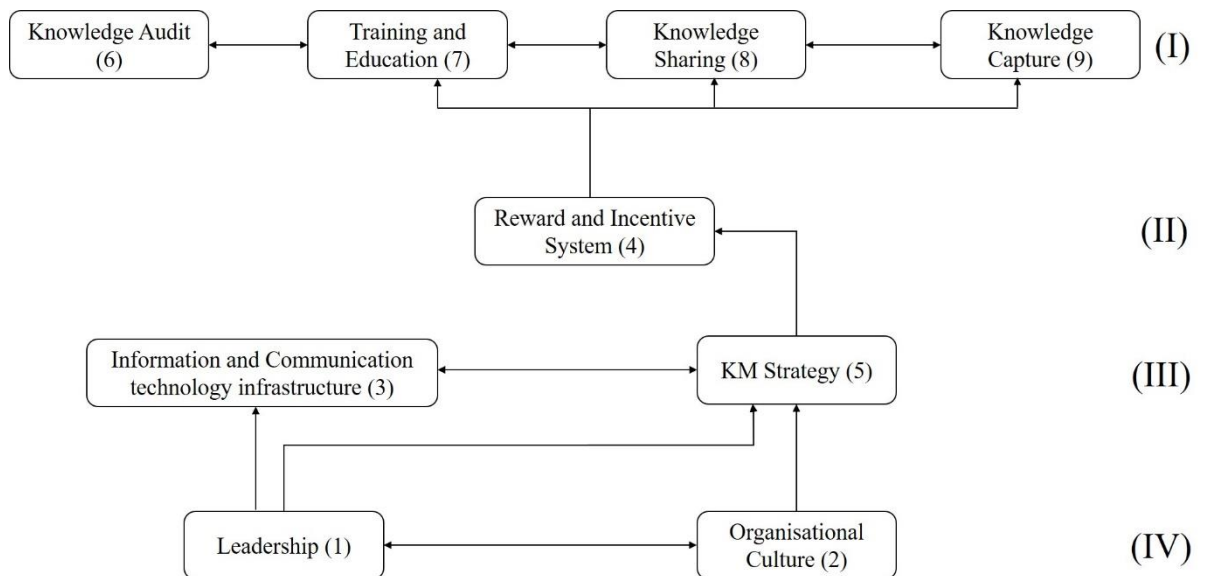


Figure 5.2: ISM based model of CSFs

5.4 CLASSIFYING CSFS FOR IMPLEMENTING KM STRATEGIES IN THE KSA PUBLIC SECTOR ORGANISATIONS - MICMAC ANALYSIS

Based on the driver power and dependence power generated in Table 5.4, the CSFs for implementing KM strategies in the KSA organisations were classified into four clusters (namely autonomous, dependent, linkage and driving factors) as shown in Figure 5.3, which are explained below.

Autonomous clusters are the CSFs with a weak driving as well as dependency power and are relatively disconnected from the system. These CSFs do not have much influence on the other CSFs of the system and are less significant to the policy and decision-makers. It is clear from Figure 5.3 that there no CSFs come under an autonomous cluster. The dependent cluster comprises of knowledge audit (CSF6), training and education (CSF7), knowledge sharing (CSF8), and knowledge capture (CSF9), having driving power value of 4 and high dependency power value of 9. In the cluster of linking factors, there is one CSF, namely reward and incentives system (CSF4), having dependency and driving power value of 5. In the driving factors cluster, there are four factors, namely leadership (CSF1) and organisational culture (CSF2), with the highest driving power of 9 and least dependency power value of 2. Two CSFs, namely information and communication technology infrastructure (CSF3) and KM strategy (CSF5), are found to have a driving power of 7 and dependency power of 4. The factors of this cluster are very significant for the decision and policy makers as these CSFs have very high influential power and less dependency on the other CSFs.

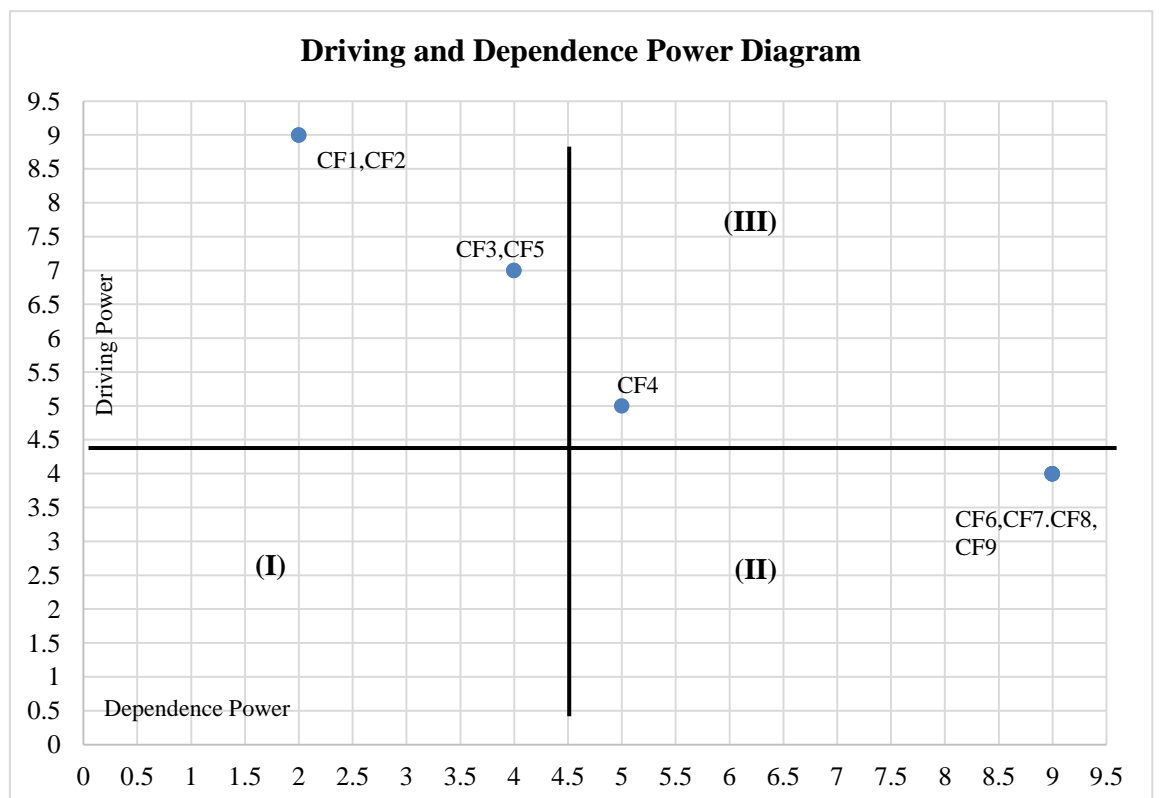


Figure 5.3: The driving and dependence power diagram of CSFs

In the current study, the CSFs for implementing KM strategies within the KSA public sector organisations are identified and modelled. The study findings suggest that leadership and organisational culture are very important CSFs for successful implementation of KM strategies.

Scholars have proposed that public sector decision-makers face unique challenges, which include declining resources, frequent political influences, demands from external sources and, generally, the requirements to accomplish more with fewer resources (Lavigna, 2013). Hence, there is a significant need in the public sector to deliver better value for money in services. In addition, the public sector needs to be more agile to respond to citizens' requirements and to reduce the response time to key issues and critical demands. However, within the public sector, delivering more cost-effective services that make better use of the available knowledge, information and data is a challenge (Schutte and Barkhuizen, 2014). Therefore, with increasing pressure to deliver more with less, the public sector needs to introduce more innovative and effective solutions and reduce decision-making time and the level of bureaucracy.

KM offers a perspective, principles, methods, practices and tools that can help KSA public sector organisations become more like intelligent and adaptive organisations. KM methods, practices and tools support better decisions and actions by enabling people to integrate (identify, capture and share) relevant existing knowledge and to produce new knowledge. However, there is a vast amount of knowledge within KSA public sector organisations, but a significant portion of this knowledge is not captured,

codified and shared. Most of the knowledge resides in silos with individuals throughout the organisations, and, when people move, the knowledge moves with them. Further, the individuals who possess this valuable knowledge are not sufficiently known and broadcasted beyond their departments, and, therefore, KSA public sector organisations cannot effectively leverage their expertise to assist and work with others to drive performance. Therefore, it is necessary to ensure there is a focused approach and that there is also a clear business need with business drivers as well as to encourage and seed into the organisation the importance of realising the benefits and to create an encouraging platform where knowledge and lessons learned are shared willingly with a wider audience and are part of organisational practices. The role of leadership and KM has become a key operational component in the public sector due to the ever-changing and increasing demands from the public for government employees to do more with less (Jain and Jeppesen, 2013). The leadership must ensure that there is continuous personal development and lifelong learning for employees associated with KM in order to attract the right calibre of employees with career aspirations in KM. Furthermore, the leadership must ensure that a reward and recognition system is in place that promotes a joint sense of ownership of the KM programme.

5.5 SUMMARY

It is not simply enough for knowledge to reside within an organisation, as knowledge that is not effectively utilised is essentially a wasted resource; instead, knowledge needs to be actively managed. There are several mechanisms that can be used to manage public sector or private sector organisational knowledge. However, the challenge of managing knowledge is a daunting task for any organisation. An organisation's knowledge resources are complex and multifaceted, ranging from tacit components to

knowledge that is explicitly represented. This Chapter has empirically investigated CSFs for successful implementation of KM strategies in the KSA public sector organisations. Semi-structured interviews were conducted with 42 KM experts. By applying content analysis, the CSFs which emerged from the analysis were grouped into nine categories: leadership, organisational culture, information and communication technology infrastructure, reward and incentive system, KM strategy, knowledge audit, training and education, knowledge sharing, and knowledge capture. The CSFs have been then put into an ISM model to analyse the interaction between them. A hierarchical model of the CSFs was developed based on their significance by employing an ISM methodology. The developed model highlighted leadership (CSF1) and organisational culture (CSF2) as the most significant factors influencing the implementation of KM strategies in the KSA public sector organisations. The ISM-based model developed in this study provides decision-makers with a more realistic representation of the CSFs for implementing KM strategies in the KSA public sector organisations.

The results demonstrated that leadership is the most important critical success factor for implementing KM strategies in the KSA public sector organisations. Leadership is about preparing an organisation with a KM vision and values that resonate with the team, all employees and key stakeholders. Therefore, there is an urgent need to develop and deliver a bespoke training programme to address, improve and measure the effectiveness of leadership skills for implementing KM strategies in the KSA. The existing education and training programmes need some reorientation. The challenge, therefore, is for business schools and KM consultants to bridge the wide gap in the marketplace. Continuing professional development programmes and executive training programmes are valuable ways to raise awareness about knowledge leadership.

The practical implication of this research is that, in order to meet the Saudi Vision 2030, public sector organisations must show leadership. The scarcity of knowledge and expertise is, and will continue to be, a huge challenge for many organisations regardless of sector. The key to successful deployment of KM strategies lies in having a balance between the human, technological and process aspects of KM. It is imperative that public sector organisations view KM as a strategic tool and feel confident and positive about its impact on performance in the long term. It is essential to address the nine CSFs during the conceptualisation, design and implementation stages of KM programmes. This research has made significant original contributions, particularly on CSFs for implementing KM strategies in the KSA using an interpretive structural modelling (ISM) approach. It also gives valuable insight and guidance which will help the public sector decision-makers to accomplish KM strategies effectively.

Overall Chapter 5 has addressed the first research objective of the current study, which is “to evaluate the critical success factors for implementing knowledge management strategies in the KSA public sector organisations”. Therefore Chapter 5 has answered the first research question, which is “what are the critical success factors for implementing knowledge management strategies in the KSA public sector organisations?”. The next Chapter 6 will discuss the perceptions of the KSA public sector organisations on the concept of leadership in a KM context.

CHAPTER 6 : THE ROLE OF LEADERSHIP FOR SUCCESSFUL DEPLOYMENT OF KM RELATED CHANGE INITIATIVES IN THE KSA PUBLIC SECTOR ORGANISATIONS

6.1 INTRODUCTION

The purpose of this Chapter is to present the concept of leadership, traits of a successful leader and key drivers that have fueled the need for developing leadership skills in a KM context. The discussion is based on qualitative data obtained from 42 professionals from the KSA public sector organisations. The findings are also substantiated with the relevant literature. The results are presented in three parts. The first section presents an analysis of qualitative data in relation to the perceptions of the KSA public sector organisations on the concept of leadership in a KM context. In doing so, this section addresses the second research objective of the current study, which is “to investigate and document the perceptions of the KSA public sector organisations on the concept of leadership in a KM context” and second research question, which is “what does leadership mean to KSA public sector organisations in a KM context?”.

The second section presents an analysis of qualitative data in relation to the key traits of a successful leader in a KM context. In doing so, this section addresses the third research objective of the current study, which is “to critically appraise and document the list key traits of a successful leader in a KM context” and third research question, which is “what are the key traits of a successful leader in a KM context?”.

The third section presents an analysis of qualitative data in relation to the role of leadership for successful implementation of KM related change initiatives. In doing so, this section addresses the fourth research objective of the current study, which is “to

investigate and document the key role of leadership for successful implementation of KM related change initiatives in the KSA public sector organisations” and fourth research question, which is “what are the key role of the leadership for successful implementation of KM related change initiatives in the KSA public sector organisations?”.

6.2 THE PERCEPTIONS OF THE KSA PUBLIC SECTOR ORGANISATIONS ON THE CONCEPT OF LEADERSHIP IN A KM CONTEXT

In this study, during semi-structured interviews, interviewees were asked to explain what the term “leadership” meant to them and their organisation in a KM context. Table 6.1 presents the interviewees typical perception on the concept of leadership in a KM context.

Table 6.1: Participants’ typical perceptions on the concept of leadership in a KM context

Typical definitions cited by interviewees
Leadership is all about influencing others to work willingly towards achieving KM objectives, to implement the organization’s KM plans.
Leadership is the process of inspiring others to work hard to accomplish important KM tasks.
Leadership is a process in which the KM activities of many are organized to move in a specific direction by one.
Leadership is the result of an ability to persuade or direct staff in a KM context, apart from the prestige or power that comes from office or external circumstance.
Leadership is an act by a person that influences others to work willingly towards achieving KM objectives. It means crystalizing a direction from staff and makes them want to follow the leader in achieving the organizations KM goals.
Leadership means to inspire others to share knowledge for the benefit of organization.
Leadership is an influence relationship between leaders and followers who intend real changes that reflect their mutual KM purposes.

From the Table 6.1, it is clear that, there were a variety of responses. However, the aspects that were highlighted all relate to the nurturing and maintenance of the

relationship between the leader and their team in achieving the organisations KM goals. The development of this connection is imperative to trust, efficiency, co-operation and success in engaging a team. The qualities mentioned include personal attributes that determine how a leader performs as an employee, such as maturity, adaptability, high standards and confidence. As well as qualities like communication, listening, a consultative approach, a motivator, compassion, has an understanding of people and can therefore delegate effectively, and finally, led by example, all of which determine the strength and quality of the team relationships.

In this study, there were a variety of responses which includes references to individuals or groups of people in high social or business positions, in a role of influence and command over other people. Others include the interactions between an individual within the capacity of a leader, and their team, or followers. However, most interviewees agreed that there is a lack of understanding of the concept of leadership in a KM context. In this study, leadership skills awareness training tool for successful implementation of KM related change initiatives in the KSA public sector organisations was developed and validated.

Leadership is a dynamic process and should not be defined in a static manner, more in terms of the relationship between the leader and their team than simply the position of power awarded to the individual leader. Bollinger and Smith (2001) noted that the KM process is not so much about control as it is about sharing, collaboration, and making the best possible use of a strategic resource. Explicit knowledge is generally easy to access and manage, but tacit knowledge often defies capture given its highly personal and subjective, but critical, nature. Therefore, leadership in a KM is primarily about

making tacit knowledge more accessible since it accounts for a majority of an organisations collective knowledge.

For instance, in this study, one of the interviewees in particular set out very clear outlines of what the term “leadership” meant for their organisation in the context of KM. “For us, leadership have to address four particular areas. One of them is about understanding the Saudi Vision 2030 and its landscape, being able to take knowledge-based economy point of view and being open to change with public sector organisations. The second area was citizen focused, delivering knowledge based value for citizens, so that’s all about understanding what the citizens requirements are, collaborating with them and maintaining partnerships, and also about sustainability, how to work effectively on our vision 2030 agenda, but also supporting citizen’s needs. The third area focused on engaging staff, collaboration, influencing, communication skills, and also the way in which people manage others. The organisation was also introducing a coaching culture to identify people as leaders who can then coach and develop their teams. Then finally, delivering on public sector commitments, so it’s all about driving performance, delivering results, having continued improvement and also good quality knowledge-based decision-making, and judgement”.

The above definition reflects this collaborative and supportive process, encouraging, motivating and rewarding team members through personal professional development opportunities, as well as ensuring that vision 2030 goals are achieved, and targets met. This is the nature of leadership that might be expected from a participative leader, and a management style that will encourage a motivated and happy workforce and attract and retain suitable and high calibre employees to the organisation.

Bollinger and Smith (2001) echoed that leaders need to focus on: establishing a culture that respects knowledge, reinforces its sharing, retains its people and builds loyalty to the organization; ensuring that anyone in a supervisory position receive training, empowerment, and support to promote the desired culture; and establishing a knowledge infrastructure and support system that enhances and facilitates sharing and application of knowledge.

6.3 THE KEY TRAITS OF A SUCCESSFUL LEADER IN A KM CONTEXT

In this study, during semi-structured discussions, interviewees were asked to list key traits of a successful leader in a KM context. From the Table 6.2, it is clear that, there were a variety of responses. The remainder of this section highlights qualities of leaders, as revealed through interviews.

Table 6.2: Participants' typical perceptions on the traits of a successful leader in a KM context

Typical traits cited by interviewees	
• Passion	• Considerate
• Ambition	• Organised
• Daring	• Productive
• Dynamic	• Calm
• Expertise embodied in "moral" knowledge	• Flexible
• Farsighted	• Optimistic
• Persuasive	• Trusting
• Energy	• Demonstrative
• Effective	• Efficiency

Over the past few years, due to change in KSA Government policies, many senior staff are retiring has threatened the transfer and retaining of public sector organizational knowledge from one generation to the next. Therefore, leadership development has become more vital process for KSA public sector organisations and forcing

organisations to address the growing gap in their leadership pipeline. A public sector leadership development strategy reduces turnover of high-potential leaders and transfer knowledge from one generation to the next. The key leader attributes identified in this research through interviewees includes: passion, ambition, daring, dynamic, expertise embodied in “moral” knowledge, farsighted, persuasive, energy, considerate, organised, productive, calm, flexible, optimistic and trusting. One of the most essential tasks for leaders is to create, articulate and build the foundation of shared purpose, vision, and core values that govern the knowledge sharing activities (Senge, 2000). The vision defines fundamental questions such as ‘who are we,’ ‘what we do,’ ‘why do we share,’ and ‘how we do it’ (Nonaka, et al., 2001).

A quality leader needs to be proactive and have the ability to see the big KM picture, preferably having had experience as both a team member and leader within the sector. A leader leads by example and is an integrated team member with a positive outlook on knowledge sharing. This is highlighted as extremely important to the performance of a team by two interviewees; one in particular stressed the importance of demonstrative leadership.

For instance, in this study, one of the interviewees noted that the KSA public sector needs to incorporate more KM leaders rather than managers. Public sector is a collaborative process, requiring meticulous attention to detail throughout the planning and implementation stages of public policies. Constant and accurate communication between teams and departments, and impeccable teamwork, and cooperation are fundamental ingredients for quality organisation and exemplary leadership. Furthermore, interviewees highlighted this issue as essential to their current development plan, and as a fundamental aspect of their KM training programmes;

“at the moment there is a shift from management to leadership in the KSA public sector that needs to happen, requiring an understanding of the roles and responsibilities of a leader as opposed to managing people, and a shift of focus from the management aspects to the citizens”.

Another interviewee identified the need for leaders to be able to develop and maintain partnerships with citizens. “It’s important that when we work in partnership with citizens, we need to let our stakeholders know that as part of good leadership skills you need to learn from other partners in order to lead properly. We don’t know everything and you can learn a lot from working with other partners. We encourage our staff to work closely with our partners rather than in a traditional approach. We would much rather make our partners feel comfortable and relaxed with us, so that if a problem does come along we can work it out together rather than wasting time working individually. Our partners are looking for that kind of leadership, it’s a quieter approach where you can finish and develop things by working closely and in collaboration with all the stakeholders”. An essential role of a leader is to ensure they delegate successfully and efficiently. This was highlighted in the interview process, but is also echoed in literature where the dynamic combination of people and strategy is underlined as the fundamental key to success (Grice, 2001).

Another interviewee noted that a good leader (or potential leader) will possess the propensity and desire to develop their skills. “The only differentiator in public sector is the quality of staff you have to make informed decisions. A visionary credo can be a resource for superior performance for many long-lasting organisations, because it generates spontaneous commitment, provides direction for the organisation to evolve

that transcends environment changes, and builds a fundamental principle upon which all decisions can be based”. Developing such a vision is, however, particularly difficult for cross-boundary situations due to environmental uncertainty, cognitive constraints, and potential conflicting interests of the participating groups. The increasingly dynamic and interdependent nature of the economy makes it simply impossible for management to figure everything out at the top, necessitating approaches that integrate thinking and acting at all levels (Senge, 2000). In a knowledge-intensive society, acknowledging leadership in those who have the know-how is especially crucial.

The above elicited qualities determine the leadership style an individual may adopt and can influence the success of an organisation, as not only will it impact upon efficiency and effective staff and time management, but also the calibre of employees attracted to the industry in the first place. The participative leadership style, involving a collaborative relationship between employers and employees, is widely accepted as the most conducive manner of leadership to business success in the twenty-first century as it generates results and appeals to potential employees. Yukl (2013) view leadership in terms of group process, traits, behaviours, and as an instrument of goal achievement.

6.4 THE ROLE OF LEADERSHIP FOR SUCCESSFUL DEPLOYMENT OF KM RELATED CHANGE INITIATIVES

In this study, during face-to-face interviews, interviewees were asked about the role of leadership for successful implementation of KM related change initiatives in their organisations. Table 6.2 presents ten key roles leadership plays in implementing KM related change initiatives as revealed by those interviewed in this study. From Table 6.2, it is evident that the most important key role of leadership for successful implementation of KM related change initiatives is creating culture for KM. This is

closely followed by developing vision and mission for KM; mapping key knowledge sources; developing knowledge capture strategies; developing knowledge sharing strategies; identifying and deploying effective KM techniques and technologies; stakeholder engagement; developing and implementing reward systems; creating structure; and developing and delivering KM related training programmes. Each of these roles is discussed in detail below.

Table 6.3: The roles of leadership for successful implementation of KM related change initiatives in the KSA public sector organisations

Sl. No	Roles of leadership for successful implementation of KM related change initiatives	Percentage of interviewees cited (N=42)
1.	Creating culture for KM	95%
2.	Developing vision and mission for KM	88%
3.	Mapping key knowledge sources	81%
4.	Developing knowledge capture strategies	71%
5.	Developing knowledge sharing strategies	65%
6.	Identifying and deploying effective KM techniques and technologies	60%
7.	Stakeholder engagement	55%
8.	Developing and implementing reward systems	48%
9.	Creating structure	43%
10.	Developing and delivering KM related training programmes	36%

6.4.1 CREATING CULTURE FOR KM

Overwhelmingly, 95% (40 of the 42) of the interviewees noted that creating culture for KM is the most important leadership role in implementing KM related change initiatives in their organisations. There has been growing research linking successful knowledge management practices to the leadership process (Chuang et al., 2013). Leadership helps the change process to get going. The focus of change is not only on organisational process and structure systems, but also organisational cultural systems (Whittington, et al., 1999). These systems are usually a part of a broader set of systems to evaluate the performance of the organisation, its various units, and individuals. Cultural changes occur through leadership and vision rather than directives. In general, leaders play a key role in maintaining and transmitting the culture. They use a number of powerful mechanisms including what they pay attention to, measure, control, how they react to a range of crises, and whom they recruit, promote and reward. All these mechanisms send important messages about the kind of organisation the leaders are running.

In this study, many interviewees noted that the main causes of knowledge hoarding in their organisations include: people believe that knowledge is power; people are insecure about the value of their knowledge; people do not trust each other's; employees are afraid of negative consequences (insights and opinions are ridiculed, criticised or ignored); people work for other people who do not tell what they know; people lack time; people forget to share; people do not want additional work and responsibilities; people do not see the connection between sharing knowledge and the business purpose; and fear of being 'downsized'. How quickly this knowledge hoarding culture will change to one supportive of organisational learning and KM in great part depends on leadership in any organisation. Yukl (2013) view leadership in terms of group process, traits, behaviours, and as an instrument of goal achievement. In summary, leadership is

a dynamic process of influencing the activities of a group in order to achieve unit and organisational goals while facilitating individual and collective efforts to learn and accomplish shared goals in organisations. Leadership for KM is about standing up for beliefs, challenging norms and pushing for what is right; the leader's job in making this happen is in providing the inspiration, creating culture, the permission and demonstration that principle-based working is worthwhile.

6.4.2 DEVELOPING VISION AND MISSION FOR KM

In this study, 88% (37 of the 42) of the interviewees noted that developing a long-term vision and mission for KM is the most important roles of leadership in implementing KM related change initiatives in their organisations. For the successful development of KM initiatives, it is suggested that the development of vision and mission is the basis for organisational alignment, coordination and teamwork. The mission statement describes an organisation's basic purpose. The mission and vision give direction to an organisation, and they function as a compass and a road map, leading to better performance (Ramparsad, 2001). Translating the organisation's vision and mission into a knowledge vision and mission is essential for KM implementation.

According to Roche (2013), leadership must articulate a clear KM vision of the future "ideal" organisation in order to successfully implement change initiatives. Once the KM vision is established, leadership must establish and create understanding and commitment among organisation members to share the vision of the ideal identity – and the actions that are necessary to achieve it. A vision and mission aligned KM strategy is hard to challenge. It has also been suggested that organisation leaders have roles to play in order to implement a clear vision, separate from the past, create a sense of urgency,

develop enabling structures, communicate, involve people and be honest, reinforce and institutionalise change (Kanter, 1999).

If a leader does not think ahead, beyond a quarterly or even a year focus, he or she cannot readily assess the full impact of KM on his/her organisation. The role of leaders and leadership cannot be overestimated in creating a culture of change; no amount of words, mission or vision statement can make up for a failure to demonstrate and support the behaviours that are needed. While leadership may too often be the role solely of senior people in an organisation, managers hear phrases such as ‘we are going through a period of change’ – or worse, they displace responsibility and use phrases such as ‘they need to change’. It is a manager’s job to lead his or her team through change and help them understand that change is an organic, ongoing process that never stops.

6.4.3 MAPPING KEY KNOWLEDGE SOURCES

In this study, 81% (34 of the 42) of the interviewees asserted that mapping knowledge sources is another important leadership role in implementing KM related change initiatives. In this study, most often cited roles leadership plays in implementing knowledge mapping initiatives include: identifying internal and external sources of knowledge; creating ICT infrastructure; developing training programme to promote knowledge mapping initiatives; creating new job roles and positions; developing reward systems to promote knowledge mapping initiatives.

Knowledge mapping confers benefits such as improved ability to locate knowledge in processes, people, repositories and context; and improved awareness of islands of expertise and evaluation of intellectual and intangible assets, improved decision making

and problem solving by providing applicable information, and effective knowledge sharing associated with knowledge exploitation in organisations (Eppler, 2003; Bentaleb and Zouhdi, 2017).

Conducting ‘knowledge auditing’ would show how organisation currently creates new knowledge, stores, access, use and share the knowledge that they need to do their jobs. According to Burnett, et al., (2004) a successful audit should effectively reflect the organisation knowledge assets and how it flows. It also shows key internal and external sources of knowledge that organisations are using for solving day-to-day business problems.

6.4.4 DEVELOPING KNOWLEDGE CAPTURE STRATEGIES

In this study, 71% (30 of the 42) of the interviewees asserted that developing knowledge capture strategies is another important leadership role in implementing KM related change initiatives in their organisations. In this study, most often cited roles leadership plays in implementing knowledge capture initiatives include: identifying and capturing knowledge from external sources (e.g. academic institutes, non-government organisations), developing a knowledge capture policy, encouraging employees to participate in project teams, dedication of resources for knowledge capture, creating IT infrastructure, developing and deploying knowledge capture training programmes and reward systems to promote knowledge capture initiatives.

Today’s most pervasive initiatives related to capturing knowledge is a result from the constant movement of people from project to project inside organisations, as well as the changing fiscal/regulatory measures. Employee’s especially new hires are facing steeper, longer learning curves at the same time that employers are looking for faster

revenues and higher productivity (Kluge, et al., 2001; Aggestam, et al., 2014). Knowledge loss and time to build new competency issues for new hires have fueled organisations to implement initiatives related to capturing knowledge.

Capturing key lessons learned by others as well as good work practices helps to prevent firms from repeating errors while allowing new project teams to build on the work of their predecessors (Dixon, 2000). Therefore, leadership should decide how best to cope with this problem such that as much knowledge as possible is retained within organisational boundaries.

6.4.5 DEVELOPING KNOWLEDGE SHARING STRATEGIES

In this study, 65% (27 of the 42) of the interviewees asserted that developing knowledge sharing strategies is another important leadership role in implementing KM related change initiatives in their organisations. In this study, most often cited roles leadership plays in implementing knowledge sharing initiatives include: developing knowledge sharing policy statement; developing reward systems; developing training programmes; and creating new job roles and positions (e.g., KM officer). A lack of knowledge sharing may inhibit or hinder KM (Roche, 2013; Ipe, 2003). Although knowledge exists at different levels of an organisation, for instance, at the individual, team, and organisation levels, sharing of knowledge at the individual level is critical to an organisation.

Knowledge sharing is the voluntary dissemination of acquired skills and experience to the rest of the organisation (Davenport, 1997). Some define internal knowledge sharing as the beliefs or routines for disseminating knowledge and experience across the units of an organisation (Calantone, et al., 2002). The acts of sharing are very important since an

individual's knowledge will not have much impact on the organisation unless it is made available to other individuals (Nonaka and Takeuchi, 1995).

6.4.6 IDENTIFYING AND DEPLOYING EFFECTIVE KM TOOLS

Massingham (2014) asserts that KM tools are able to amass data from various sources and classify, integrate and codify these data. In addition, Massingham (2014) suggests that these tools make it possible to retrieve and reveal knowledge and can also be employed in order to disseminate knowledge among staff. In this study, 60% (25 of the 42) of the interviewees noted that identifying and deploying effective KM tools is another important leadership role in implementing KM. It is believed that KM technologies can provide many benefits. Technology can enhance the sharing of knowledge by reducing the restrictions pertaining to distance and time. The application of electronic mail, internet, collaboration technologies, bulletin boards, newsgroups can support the distribution of knowledge throughout an organisation. Technology also can provide a forum for employees to debate, discuss and interpret knowledge via multiple perspectives. Most often used KM techniques and technologies in the interviewed organisations include: mentoring; after-action-review; internet; process map; newsletters; exit interviews; audio recording; intranet; and corporate yellow pages.

There are several issues with the current use of technologies in the interest of KM. The challenge for technology is to facilitate a dynamic process of knowledge creation and representation, not a static process of information management. Current ICT based KM technologies focuses only on explicit knowledge, which can be expressed in words and numbers and easily shared, and fails to deal with tacit knowledge. Most KM technologies are designed to extract profits through knowledge economies of scale by

combining or reusing existing knowledge, not to create new knowledge (Dierkes, et al., 2001).

To gain competitive advantage, it is necessary for leadership to recognise and use a blend of ICT and non-ICT based KM techniques and technologies. It is advisable to recognise and use conventional, simple, low cost, and easy to use with minimum training needs KM techniques and technologies. It should note that KM techniques and technologies roles are not mutually exclusive and organisations may adopt any combination of them to tackle their particular issues or support particular motives. For instance, if the prime reason for KM is minimising the risk of losing valuable knowledge, the response may involve identifying and capturing knowledge that an organisation has. Thus, risk minimisation is closely related to KM techniques and technologies specifically aimed at locating and capturing existing valuable knowledge.

6.4.7 STAKEHOLDER ENGAGEMENT

In order to develop a shared understanding of KM related change initiatives approaches and expectations, it is important to engage with key stakeholders in their own right and not only with investors with short-term financial interests. Stakeholder engagement means more than just entering into dialogue. It has to produce real learning effects that lead to product and process improvement or innovation. Engagement with internal and external stakeholders as well as with sectoral and multi-stakeholder initiatives supports the learning process and increases credibility, commitment and innovation.

In this study, 55% (23 of the 42) of the interviewees noted that stakeholder engagement is another important leadership role in implementing KM related change initiatives in their organisations. Strong stakeholder's relationship is a focal point for change.

Leadership skills that support KM activities include the ability to think across a myriad of boundaries, across disciplines, establish new relationships, working across organisations, and value chains. Such people must be excellent communicators and have the capacity to develop and maintain broad networks. Through establishing a wide range of relationships, they recognise the need to collaborate. Other related skills include the ability to be flexible and adaptive with regard to people and relationships.

6.4.8 DEVELOPING AND IMPLEMENTING REWARD SYSTEMS

To remain competitive in the marketplace, organisational knowledge and expertise must be shared (Gold, et al., 2001). Therefore, knowledge sharing activities are an indispensable component in KM processes (Roche, 2013; Gold, et al., 2001; Davenport and Prusak, 1998). However, many researchers and consultants have argued that knowledge sharing is also a critical hurdle for KM (Alavi and Leidner, 2001). Executives are still scrambling to find appropriate incentives for employees to share knowledge and insights with their peers, as well as rewards for those who do so.

In this study, 48% (20 of the 42) of the interviewees noted that another important role of leadership in successful implementation of KM related change initiatives is to develop and implement reward systems. Most of the interviewees noted that, people tend to hide knowledge for their own advantage because they are afraid of their perceived value, if they share knowledge with colleagues. Leadership should, therefore, focus on long-term motivational approaches, and make the extent of key knowledge contribution part of the evaluation and compensation structure. In this study, most often cited non-monetary rewards include: public recognition through press releases, newsletter which is distributed to key stakeholders such as suppliers, employees, and local communities and letters of thanks and commendation. Typical monetary rewards implemented in this

study to promote KM activities include: cash gifts, bonus, salary increment, promotions, stock options, and acknowledging the achievement with banquets, plaques, and certificates.

It is found that the motivation to contribute knowledge is an intangible critical success factor for any KM activity (Davenport, et al., 1998). Under intensive internal competition for rewards, status, and promotions in today's organisations, employees normally regard their unique knowledge as power to secure their positions in the organisation. This tendency is intensified in the presence of downsizing and job insecurity. In addition, there are inherent costs in mapping, capturing and sharing knowledge; time and energy are required to map, capture and share knowledge, and these are finite resources (Davenport and Prusak, 1998). To address this issue, it has been emphasised that KM should be rewarded through an organisation's formal incentive system.

6.4.9 CREATING STRUCTURE

In this study, 43% (18 of the 42) of the interviewees noted that creating new structure for KM is another important role leadership plays in implementing KM related change initiatives in their organisations. Most often cited appointment of new Knowledge Management Specialists include: Chief Knowledge Officer, Director of Knowledge Management, and Knowledge Management Officer. Leadership helps to create structure system that facilitates change process in an organisation. Drucker (1990) has noted that structure is a means for attaining the objectives and goals of an organisation. Any change in structure must start with objectives and strategy.

From an organisational perspective, effective KM is about turning personal knowledge into corporate knowledge that can be widely shared and properly applied throughout the organisation in such a way as to create competitive advantage to the organisation. There is strong and compelling evidence that the effective management of an organisation's knowledge sources and capabilities is vital for improving organisational competitiveness (Ly et al, 2005). Given this, organisations are now increasingly recognising striving to capitalise and fully exploit their knowledge assets. This recognition is manifested in creation of new structure for KM.

Although studies like those conducted by Lesser and Prusak (2001) and the work of Ruggles (1998) provide some insight as to what KM specialists in other industrial sectors should hope to do as part of their jobs, it remains unclear as to the roles of KM specialists in the public sector organisations. Moreover, more is needed on the skills and competencies which they bring to their job; the challenges they face, their need for education and training and the level of education and training provisions that exist to meet their needs (if any). An understanding of these issues should help to understand what value they bring to organisations and what their roles would be in the long run.

6.4.10 DEVELOPING AND DELIVERING KM RELATED TRAINING PROGRAMMES

The problem of failing to manage change is illustrated by Buchanan, et al. (1999). They report the results of a survey, which showed that executives have neither the expertise nor capacity, to implement change successfully and managing change according to textbook theory is difficult. One clear signal is the amount of education and training that is designed and provided to support the change implementation in the organisations.

Employees fully appreciate the dimension of this investment in training materials, time, travel, and executive participation.

In this study, 36% (15 of the 42) of the interviewees noted that another important role of leadership in successful implementation of KM related change initiatives is to develop and deliver training programmes. Equipping the employees and managers with KM related skills and even combining them with imaginative minds and innovative ideas are most important. The people must also be skillful in delivering their assigned responsibility and task. Thus, training related with skill-improvement such as systematic knowledge capture and sharing skills, operating of problem-solving techniques and tools, ways of managing knowledge should be carried out.

In the current study, most often cited topics included in the training programmes related to KM includes: knowledge auditing issues and techniques, knowledge capturing and sharing techniques and technologies, and team building and coaching to name a few. However, none of the interviewees noted that their organisations training programmes have covered topic on impact of KM on organisational competitiveness. It is important for managers to know the clear benefits from KM for winning top management support for implementation (Palmer and Platt, 2005; Kluge, et al., 2001). Given the significance of formal training programmes for KM effectiveness, it is imperative that leadership needs to design and implement training programmes in the most effective manner.

It is certain that KM related changes would require a rigid and inclusive organisational change. This in turn demands great leadership and skilful employees and managers. As such training on issues related to KM related changes is vital to support the

transformation process in a company and its people. Thus, KM related trainings on: leadership, managing change and company mission and values are vital.

6.5 LEADERSHIP BEST PRACTICES FOR KM RELATED CHANGE INITIATIVES

The key leader attributes identified in this research through critical literature review (Tiwana, 2002; Campbell, 1991) and empirical findings are: passion, ambition, daring, dynamic, qualification (expertise embodied in “moral” knowledge), farsighted, persuasive, energy, considerate, organised, productive, calm, flexible, optimistic and trusting.

One of the most essential tasks for leaders is to create, articulate and build the foundation of shared purpose, vision, and core values that govern the knowledge sharing activities (Senge, 2000). The vision defines fundamental questions such as ‘who are we,’ ‘what we do,’ ‘why do we share,’ and ‘how we do it’ (Nonaka, et al., 2001).

Moreover, a visionary credo can be a resource for superior performance for many long-lasting companies, because it generates spontaneous commitment, provides direction for the organisation to evolve that transcends environment changes, and builds a fundamental principle upon which all decisions can be based (Collins and Porras, 1997). Developing such a vision is, however, particularly difficult for cross-boundary situations due to environmental uncertainty, cognitive constraints, and potential conflicting interests of the participating groups. The increasingly dynamic and interdependent nature of the economy makes it simply impossible for management to figure everything out at the top, necessitating approaches that integrate thinking and acting at all levels (Senge, 2000). In a knowledge-intensive society, acknowledging leadership in those who have the know-how is especially crucial.

Hansen, et. al. (1999) discussed the importance of having a strategy for managing an organisation's knowledge. They identified several organisations that had wrong strategy or no strategy to utilise their existing organisations knowledge. Toftoy and Chatterjee (2004) argue that most businesses operate without a clearly defined strategic plan and an honest, concise and meaningful mission statement.

Welch and Welch (2005) defined "strategy means making clear-cut choices about how to compete. You cannot be everything to everybody, no matter what the size of your business or how deep its pockets". The first step of making strategy real is figuring out the big factor to gain sustainable competitive advantage – in other words, a significant, meaningful insight about how to win.

Muller and Turner (2007) conducted empirical study on professionals in project management to investigate project manager's different leadership style for different types of project. Their result indicated that strategic perspective and vision were unimportant and even detrimental in project managers. Project managers need to focus on the task to achieve the targets for the project, and leave strategic thinking to other project roles such as project sponsor or top management.

Makiloulo (2004) reported empirical research findings from the Finnish leaders and key personnel of multicultural projects. Forty seven leaders were involved and the results of the study states that forty out of forty-seven project leaders indicated a solely task oriented leadership style. The same leaders also indicated cultural blindness, ethnocentrism, parochialism, or in-group favouritism. The seven leaders that indicated almost solely relationships orientation, or both task and relationships orientation,

indicated also cultural sympathy and three leadership strategies to maintain team cohesion and to avoid cross-cultural problems. It is possible that they understand foreign cultures as a social phenomenon and can use that knowledge in leadership.

Chinyo and Vogwell (2007) empirical study indicated that by effective leadership of stakeholders in the construction industry (owners, users, project managers, facilities managers, designers, sub-contractors and suppliers to name a few) can help harmonies their goals and prevent conflict. However, for KM initiatives to be implemented there is a need for a champion, a leader who will take charge of running the show after implementation begins.

Distributed leadership has been considered at three levels by Nonaka, et. al., (2001) and Zhang and Faerman (2007). The three levels suggested by Nonaka et al (2001) are: top management, middle management and front-line employees. Similarly, top management, project leader and champion were stated by Zhang and Faerman (2007). Furthermore, Tiwana (2002) indicates that Chief Knowledge Officer (CKO) should be leader in an individual context and in an organisational context as “leadership”. CKO would be the Chief Executive Officer or Chief Information Officer.

In the current study three levels of leadership styles, roles and responsibilities were identified and presented based on best practices from the field study and literature review. Effective leadership requires a particular set of attributes that enables to extract ideas and knowledge from project stakeholders and transfer this knowledge into organisational assets. The role of leadership is considered at three levels. The first level focuses on leaders such as Chief Executive Officer (CEO)/CKO, senior executive or business unit managers; the second level focuses on managers/project managers and the

third level focuses on people/project team members. Table 6.5 show the leadership levels, leadership styles and also list the roles of responsibilities in each level.

Table 6.4: Leadership levels, styles, roles and responsibilities

Leadership Level	Leadership styles	Roles and responsibilities
Level 1 leader: CEO, CKO, senior executive, business unit manager	Leaders adopt leadership style for particular occasion and change their styles as organisation changes	<ol style="list-style-type: none"> 1. Responsible for KM strategic direction. 2. What is KM strategy and why it is important? 3. Educating the management team. 4. Mapping and defragmenting existing knowledge. 5. Integrating business process with the technology enablers. 6. Measuring the impact of KM. 7. Be receptive to feedback from level 2 and level 3 leaders.
Level 2 leader: managers/project manager	<ul style="list-style-type: none"> • Work with the leadership style of level 1-understand it and accommodate it. • Be accessible to the level 3 leaders 	<ol style="list-style-type: none"> 1. Need to understand how the KM initiatives were created and why. 2. Provide detailed implementation plans for KM initiatives execution by educating the users. 3. Provide feedback to level 1 leaders on KM initiatives. 4. Responsible for delivering the projects embedding KM initiatives. 5. Need to help sell the KM initiatives to the project team. 6. Continually promote the KM initiatives and outcomes to create KM culture.
Level 3 Leader: people/project team members	There will be individual style for each person	<ol style="list-style-type: none"> 1. Need to be passionate about implementing and adopting KM initiatives via projects and other means. 2. Ask questions to the managers/project managers about embedding KM initiatives. 3. Facilitate internal functioning of the KM initiatives by helping team members objectively resolve differences, using formal and informal techniques. 4. Determine the actual issues of concern and to identify the actual knowledge flow problems that exist within teams.

6.6 SUMMARY

It is not simply enough for knowledge to reside within an organisation as knowledge that is not effectively utilised is essentially a wasted resource, instead knowledge needs to be actively managed. There are several mechanisms that can be used to manage public sector or private sector organisational knowledge. However, the challenge of managing knowledge is a daunting task for any organisation. An organisation's knowledge resources are complex and multifaceted, ranging from tacit components to

knowledge that is explicitly represented. The ultimate key to organisations successfully embracing KM initiatives into daily operation is leadership. Effective leadership requires a particular set of attributes that enables to extract ideas and knowledge from stakeholders and transfer this knowledge into organisational assets.

This chapter explored the concept of leadership, traits of a successful leader and the key roles leadership plays in implementing KM related change initiatives within the KSA public sector organisations. It is concluding that the leadership plays a key role in implementing KM related change initiatives in the KSA. It is evident from this study that there are many misconceptions of what leadership meant to them and their organisations in a KM context. Furthermore, there is a significant lack of a common and operationalised understanding on the concept of leadership. Such misunderstanding and contradictory interpretations usually translate into a negative view. Therefore, an industry-wide awareness raising programmes on the concept of leadership needs to be implemented. Also, there is a need to re-assess the leadership skills required by the KSA public sector organisations. Leadership is about preparing organisation with a KM vision and values that resonate with the team, all employees, and key stakeholders.

Leadership development has become more vital process for KSA public sector organisations and forcing organisations to address the growing gap in their leadership pipeline. A public sector leadership development strategy reduces turnover of high-potential leaders and transfer knowledge from one generation to the next. The key leader attributes identified in this research through interviewees includes: passion, ambition, daring, dynamic, expertise embodied in “moral” knowledge, farsighted, persuasive, energy, considerate, organised, productive, calm, flexible, optimistic and trusting. One of the most essential tasks for leaders is to create, articulate and build the

foundation of shared purpose, vision, and core values that govern the knowledge sharing activities.

Furthermore, this study revealed, ten key roles leadership plays in implementing KM related change initiatives. The most important key role of leadership for successful implementation of KM related change initiatives is creating culture for KM. This is closely followed by developing vision and mission for KM; mapping key knowledge sources; developing knowledge capture strategies; developing knowledge sharing strategies; identifying and deploying effective KM tools; stakeholder engagement; developing and implementing reward systems; creating structure; and developing and delivering KM related training programmes.

The study concludes that the leadership plays a key role in implementing KM related change initiatives in the KSA. Leadership is about preparing organisation with a KM vision and values that resonate with the team, all employees, and key stakeholders. The lack of leadership skills is one of the most important challenges KSA public sector organisations face in implementing KM related change initiatives. Therefore, there is an urgent need to develop and deliver a bespoke training framework to address, improve and measure the effectiveness of leadership skills for implementing KM related change initiatives in the KSA public sector organisations.

In the current study three levels of leadership styles, roles and responsibilities were identified and presented based on best practices from the field study and literature review. Effective leadership requires a particular set of attributes that enables to extract ideas and knowledge from stakeholders and transfer this knowledge into organisational assets. The role of leadership is considered at three levels. The first level focuses on

leaders such as Chief Executive Officer (CEO)/Chief Knowledge Officers (CKO); the second level focuses on managers and the third level focuses on team members.

Overall section 6.2 has addressed the second research objective of the current study, which is “to investigate and document the perceptions of the KSA public sector organisations on the concept of leadership in a KM context”. Therefore, section 6.2 has answered the second research question, which is “what does leadership mean to KSA public sector organisations in a KM context?”.

Overall section 6.3 has addressed the third research objective of the current study, which is “to critically appraise and document the list key traits of a successful leader in a KM context”. Therefore, section 6.3 has answered the third research question, which is “what are the key traits of a successful leader in a KM context?”.

Overall section 6.4 has addressed the fourth research objective of the current study, which is “to investigate and document the key role of leadership for successful implementation of KM related change initiatives in the KSA public sector organisations”. Therefore, section 6.4 has answered the fourth research question, which is “what are the key role of the leadership for successful implementation of KM related change initiatives in the KSA public sector organisations?”. The next Chapter (Chapter 7) will discuss on the knowledge leadership skills development programmes in the KSA public sector organisations.

CHAPTER 7 : THE KNOWLEDGE LEADERSHIP SKILLS DEVELOPMENT PROGRAMMES IN THE KSA PUBLIC SECTOR ORGANISATIONS

7.1 INTRODUCTION

The purpose of this Chapter is to present the knowledge leadership skills development programmes in the KSA public sector organisations. The discussion is based on qualitative data obtained from 42 professionals from the KSA public sector organisations. The findings are also substantiated with the relevant literature. The results are presented in five parts. The first section presents an analysis of qualitative data in relation to the key drivers for developing knowledge leadership skills in the KSA public sector organisations. In doing so, this section addresses the fifth research objective of the current study, which is “to investigate the key drivers that have fuelled the need for developing knowledge leadership skills in the KSA public sector organisations” and fifth research question, which is “what are the key drivers that have fuelled the need for developing knowledge leadership skills in the KSA public sector organisations?”.

The second section presents an analysis of qualitative data in relation to the current knowledge leadership skills development training programmes that are available in the KSA public sector organisations. In doing so, this section addresses the sixth research objective of the current study, which is “to investigate and document the knowledge leadership skills development training programmes that are available in the KSA public sector” and sixth research question, which is “what are the current knowledge leadership skills development training programmes that are available in the KSA public sector organisations?”.

The third section presents an analysis of qualitative data in relation to barriers to deliver knowledge leadership skills training programmes in the KSA public sector organisations. In doing so, this section addresses the seventh research objective of the current study, which is “to investigate and document key barriers to deliver knowledge leadership skills training programmes in the KSA public sector organisations” and seventh research question, which is “what are barriers to deliver knowledge leadership skills training programmes in the KSA public sector organisations?”.

The fourth section presents an analysis of qualitative data in relation to the current gaps in the leadership skills development programmes provision in the KSA public sector organisations. In doing so, this section addresses the eight research objective of the current study, which is “to explore the current gaps in the leadership skills development programmes provision in the KSA public sector organisations” and eight research question, which is “what are the current gaps in the leadership skills development programmes provision in the KSA public sector organisations?”.

The fifth section presents an analysis of qualitative data in relation to the evaluation of the knowledge leadership training programmes in the KSA public sector organisations. In doing so, this section addresses the ninth research objective of the current study, which is “to explore and document the evaluation of the knowledge leadership training programmes in the KSA public sector organisations” and ninth research question, which is “how the KSA public sector organisations are currently evaluate the knowledge leadership training programmes?”.

7.2 THE KEY DRIVERS THAT HAVE FUELLED THE NEED FOR DEVELOPING KNOWLEDGE LEADERSHIP SKILLS

In this study, during semi-structured discussions, interviewees were asked to list the key drivers that have fuelled the need for developing knowledge leadership skills in the KSA public sector organisations. The “key drivers” refer to the motivations that public sector organisations find for investing in leadership training in the context of KM. Table 7.1 below illustrates the range of reasons cited.

Table 7.1: The key drivers that have fuelled the need for developing knowledge leadership skills in the context of KM context

Key drivers that have fuelled the need for developing knowledge leadership skills	Percentage of interviewees cited (N= 42)
Growth of the department	95% (40/42)
Retain staff	90% (38/42)
Motivate staff	86% (36/42)
Equip staff for changing increasing demands	83% (35/42)
Increased efficiency	79% (33/42)
Continued professional development	71% (30/42)
Strengthen teams	62% (26/42)
Increase competitive	55% (23/42)
Develop future leaders	48% (20/42)

It is clear, then, that the main motivations for public sector organisations in the KSA are to invest in leadership skills development programmes and to facilitate the growth of the department and retain staff. Also frequently cited was the need to motivate staff to ensure they perform to their best of their abilities, followed by the desire or need to

equip them with new skills due to changing or increasing demands put upon them. This motivation includes the shift from management to leadership and the need for training in the new skills required to make that transition. Other drivers cited frequently were increased efficiency, continued professional development, strengthen teams, increase competitive and develop future leaders.

It seems that these factors divide fairly neatly into two categories, those drivers that server to improve the performance of the staff and leaders within the organisation, and as such make the organisation more efficient and competitive. Secondly, those drivers that secure longevity for the organisation and are focused on the long-term future of the public sector organisation department. These former mentioned drivers that primarily serve the future prosperity of the organisation (developing future leaders, retaining staff, the growth of the department, equip staff for change, and continued professional development). The remaining drivers that are more concerned with short term employee performance and its impact upon the organisation output.

However, although there are citations of both long and short term drivers, and there were several citations in both categories, the nature of the drivers mentioned do all appear to ultimately link together to contribute to the continued growth and successful development of the sector overall. In the KSA public sector, this continued and increasing performance depends greatly upon the investment in employees, and the short term improvements in teamwork and efficiency, plus the longer term professional development and retention of staff all serve the greater purpose and growth of the organisation as a whole.

It is interesting to see that whether the organisations that focus on the shorter term drivers have significantly different training programmes. For instance, one organisation

that cites solely short-term drivers for the leadership skills development training, and this is also an organisation that seems to provide a more generic management and leadership programme, provided only by external courses and usually by universities. These courses were indirectly criticised by other interviewees for being difficult to relate to the public sector and its employees, “one of the gaps in the market is that generic programmes don’t make the theory relevant or use sufficient detail to enable them to relate”. The initial findings infer therefore, that it may be the case that organisations that focus on a shorter term development plan select more generic courses, and in turn invest in a less effective and efficient training programme than those with a more robust, long-term vision. However, in short, the key drivers cited by the interviewees in this study were the growth of the organisation, the retention of staff, and the motivation of staff and leaders. These citations only represent the motivations for investing in the programmes.

7.3 CURRENT KNOWLEDGE LEADERSHIP SKILLS DEVELOPMENT TRAINING PROGRAMMES

In this study, during semi-structured discussions, interviewees were asked to list current leadership training program in a KM context. Within the organisations interviewed, all of them were conducting some degree of general leadership training. The key topics delivered by KSA public sector organisations are displayed in Table 7.2.

The majority, 80% of organisations asked, were using a combination of internal and externally designed and delivered programmes. Just over half of these explicitly stated that they work closely with the external companies to develop a tailored programme specifically for their department/organisation. The remaining organisations buy into courses provided by external consultancies alongside their own training programmes to enhance the range of topics covered.

Table 7.2: Key topics available in leadership training programmes in the interviewed organisations

Key topics available in leadership training programmes cited by interviewees	
• Personal development	• More efficient and effective leadership
• Team work	• Create a business plan
• The ability to identify strength and delegate well	• Techniques for developing staff
• Collaboration	• Constructing positive review processes
• Personal development plans	• Understanding the business landscape
• Understanding you, personality profiling and whole brain thinking	• Citizen focused
• Strategic management	• Engaging with people
• Ethics	• Delivering on commitments
• Partnering	• Communication
• Building and running a team	• Motivation
• Management	• Target setting and meeting
• Recruitment	• Team work
• Budget control	• Translating theory into practice
• Presentation skills	• Management skills
• Evaluation and understanding of self	• Performance management

There is a range of key topics addressed through the courses as shown in Table 7.2. Assessing yourself is a starting point for training in several instances, with “understanding you” and the creation of “personal development plans” also taught in some programmes. Another strand of training focuses on an individual’s approach to leadership, and the collaboration between them and their team, with topics such as “engaging with people”, “communication”, “motivation”, “team work” and “leadership not management” being offered to various degrees in some of the organisations interviewed.

Finally, there is a range of more practical leadership skills including “constructing a review process”, “delivering on commitments”, “target setting and meeting”, “ethics”, “translating theory into practice”, and “recruitment” offered, again to various degrees, in some organisations.

The findings of the interview further revealed that lack of leadership skills in the context of KM specific training programmes. Leadership skills development is as a key training method currently adopted by the many interviewed organisations. The literature also identifies leadership as an effective method as it encourages the employees to inculcate essential skills related to decision making and exploring adequate solutions for the emerging challenges with higher efficiency (Jahenzeb and Bashir, 2013; Kraus and Wilson, 2014). Based on these findings, it can be interpreted that leadership skills are useful and efficacious methods currently adopted by the organisations in their training programmes that has a positive impact on KM within the KSA public sector organisations. However, the lack of leadership skills in the context of KM is one of the most important challenges KSA public sector organisations face in implementing KM related change initiatives.

7.4 BARRIERS TO DELIVER KNOWLEDGE LEADERSHIP SKILLS TRAINING PROGRAMMES

In this study, during semi-structured discussions, interviewees were asked to list current barriers to deliver knowledge leadership skills training programmes in the KSA public sector organisations. The key barriers for delivering knowledge leadership skills training programmes in the KSA public sector organisations are shown in Table 7.3.

Table 7.3: Key barriers to deliver knowledge leadership skills training programmes

Sl. No	Barriers to deliver knowledge leadership skills training programmes	Total number of interviewees cited (N=42)
1	Time	71% (30/42)
2	Cost	67% (28/42)
3	Culture	52% (22/42)

- **TIME**

Time was the most frequently cited (71%) barrier. In this instance “time” refers to issues regarding the scheduling of staff and making them available for training programmes without affecting their workload. Despite this being the biggest obstacle facing staff development, all of the organisations interviewed overcame the issue in one of two ways. Either they planned the training around their work schedule, fitting courses in as and when the employees were available:

“We currently have a 2-year contract going on now, at the end of that we’ll have a 2-month lull when we’ll try and fit in most of the training because mid project it gets quite hectic.”

Or, to a certain extent, training takes priority over work commitments. In some organisations they were attempting to implement an annual training schedule that remains reasonably constant, and workloads are then subsequently scheduled taking the pre-arranged staff development dates into account.

“The only main one is time for the people on the courses. But we try to plan the date in advance so that they can be planned in to make sure people are available.”

There are also those that attempt to make the scheduling and timing issue a much more integrated and transparent process, and ensure all employees have access to the calendar of training programmes to enable them to plan their time accordingly.

“We’ve just set up our learning academy online, providing online booking capabilities for courses, so it’s at their fingertips all of the

time. Shifting them from the seasonal approach to spreading it throughout the year.”

One organisation adopts a slightly different approach where compulsory training is given priority over work, and non-compulsory development is scheduled around the working day all together.

“There’s no good time to do it so you just have to do it. If you tried to do it when convenient you’d never do it. So compulsory training all takes priority over work, so if you need an update you are given a date and you need director approval to change it because it’s part of registration and part of the law, so everybody has to adhere. But voluntary and non-compulsory training like teamwork or personal development, usually happen after hours from 11 till 4 so we have no resistance for that.”

- **COST**

In this study, 67% (28 of the 42) of the interviewees noted that cost, or value for money as a particular barrier to KM related training development. They stressed the need to clarify the need for training and justify the expenditure required for it, several respondents highlighted value for money as the essential aspect of all staff development courses. It is important to remember, also, that cost includes not only the expenditure on the programme itself, but also the value of the loss of the employee from the work and their wages for the duration of the programme.

“There’s always a cost barrier, and finding a belief in the course and that it’s right for the business. Time and availability are all included in cost, if you take people out of the business then the course cost to us includes the cost of the individual’s time.”

- **CULTURE**

In this study, 52% (28 of the 42) of the interviewees noted that culture is a barrier to KM related training development. This issue is extremely interesting and is probably far more prevalent than suggested by this study findings. In fact, it might be suggested that some of the issues related to cost and staff availability may stem from the lack of value employers and employees place upon KM related leadership development programmes, and as such, the culture of the KSA public sector becomes a problematic obstacle to leadership skills training.

“We have a traditional culture in the sector and they resist new programmes. Promotion traditionally is based upon technical skills and length of service, not personal qualities as a leader. If we advertise a technical course we are instantly oversubscribed because they all see those skills as what will translate into money and promotion, the leadership skills aren’t seen that way yet, so this is why we have mandatory sections.”

Many of these barriers relate to employer investment of either time or money, the key to encouraging employers to part with their financial resources is by highlighting the value of the training schemes. Evaluating the effectiveness of previous schemes and outlining

the success and benefits that can be gained through training is the most effective way to do this.

7.5 CURRENT GAPS IN THE LEADERSHIP SKILLS DEVELOPMENT PROGRAMMES PROVISION

Previously in this report the key topics and motivations that are already covered within organisations were discussed. Interviewees were also asked to identify any topics that they feel are underdeveloped or poorly provided for to identify any gaps in the programmes that future training development might address. The list of topics that they were asked to respond to is below:

1. Identifying and empowering leadership styles
2. Translating theory into practice
3. Building on individual's understanding of leadership
4. Facilitating team performance
5. Facilitating a range of different individuals and team members
6. Transforming resistance to change
7. Leadership role in managing knowledge (both within the organisation and on projects)
8. The culture of high performance (the process of rewarding achievements in order to motivate the individual and the team)

Whilst the majority of organisations either failed to respond properly to the question, or felt that they have insufficient training provision in all relevant areas. For instance, one of the interviewees noted that “transforming resistance to change” was not provided for as well as it could be.

“It is dealt with, but in my experience probably not in enough depth, it is one of the challenges when leaders want to change something you get an inertia effect. For that reason I think it’s important that when companies choose a leadership programme everyone is immersed in it so that people don’t come back enthused from a course somewhere and their team, peer group and managers don’t know what they’re talking about. I think that’s a very important ingredient to coming to inclusive management. I don’t think it’s dealt with as well as the others”.

Similarly, other interviewees noted that the “leadership role in managing knowledge” as a gap in current provision, as well as “the culture of high performance”. This is the process of rewarding achievements in order to motivate the individual and the team, and again they felt it was covered but not in enough depth. In another organisation the interviewee felt that all of the 8 key topics identified above were underdeveloped and could benefit from strengthening.

“The important thing is to take our current and potential leaders out of their comfort zone in terms of performance. Some learning should be task driven rather than just theory – and not outward-bound events but events more in keeping with their actual work environment”.

Also, in another organisation the interviewee highlighted 3 aspects of their current training programme that could benefit from further development. They are: the process

of translating theory into practice; facilitating a range of different individuals and team members; and the leadership role in managing knowledge.

It is important to acknowledge and address these gaps as leadership skills training is considered to be highly important to the development of individual organisations and the industry as a whole, the following section discusses this importance.

Leadership skills are imperative to the success of any organisation, these can be derived through natural individual characteristics, however, “It is not only inherent personality traits that are important, but also styles and behaviours that a person learns” (The Gale Group, 2001). This quote highlights the need to attract the right people to work for organisation, but also the fact that leadership training can be highly effective, the learning process, and the ability to invest in staff that might make all the difference on several levels.

Firstly, if employees are trained through staff development, particularly knowledge leadership development in the case of this study, they will be specifically taught to work in the way desired by their employer. Every employee will have the same basic training and knowledge, and standard practices and expectations will be constant throughout the workforce. Secondly, the efficiency, confidence, and general personal performance are expected to be improved by increased workplace training and development. Thirdly, if organisations invest in their staff then they are more likely to show commitment and loyalty to the organisation. Those organisations that provide personal professional development opportunities tend to retain staff more and have a much lower turnover rate. This benefits the organisation in the long run as they are not only developing a highly skilled team who have worked at any organisation for some time and know the

manner in which things are carried out, show mutual trust and loyalty, it also saves the organisation's money and time as the employment and training of new staff is not continuously necessary.

There is a clear and defensible argument for the value of knowledge leadership skills development within the KSA public sector, identified through both the academic literature and the field study. There are also several gaps in the training provision particularly identified by organisations and highlighted through analysis of the interviews that clearly form a substantial gap in the market. In particular these gaps relate to the assessment of one's self; translating theory into practice; facilitating a range of different individuals and team members; transforming resistance to change; leadership role in managing knowledge; the culture of high performance; and successful and valuable evaluation techniques. Out of those individuals that responded to this question, they all not only identified this gap in the market, but they also expressed a desire to access these skills development programmes if they were made available with the continual use of phrases such as "not provided, and would be welcomed if made available" when referring to the key skills set out as potential areas for development. As such, the interviewees have identified not only a gap in the market, but a market in the gap of training provision.

7.6 KNOWLEDGE LEADERSHIP DEVELOPMENT TRAINING PROGRAMMES EVALUATION

In this study, during semi-structured discussions, interviewees were asked to explain how their knowledge leadership training programmes are evaluated. The motivations of organisations to invest in training programmes, and the identification of the key qualities they are designed to foster in employees are all fairly irrelevant if the

leadership development training provided does not generate the desired outcomes. The only way to assess the outcomes of training is via evaluation techniques.

The organisations interviewed in this study refer to a variety of evaluation methods and techniques. The most frequently cited method was “manager review”, followed closely by “feedback and appraisals”. A series of other verbal and somewhat intangible evaluation methods were also referred to, including “monitoring”, “self-evaluation”, “focus groups”, “360-degree feedback” and “6 month reviews”. These methods depend entirely on a subjective opinion of how much an employee has altered their attitudes, practices and behaviours positively and in line with the training objectives. Organisations often cited a reliance on a combination of self and line manager feedback and review to evaluate their leadership skills development training programmes.

In this study, some organisations have developed particularly robust and thorough evaluation procedures. One of the interviewees, for example noted that their organisations uses manager reviews, but they also evaluate by incorporating external coaching schemes, personal development plans, focus groups, the Kirk Patrick Model, and the 360-degree feedback process. However, although more robust, the majority of these measures remain highly subjective.

Other interviewees noted that their organisation had implemented a more rigorous and objective evaluation process. They rely on Key Performance Indicator (KPI's) scores for repeat business. The KPI scores are generated base on review, feedback and testimonials, and, as a result of the mechanisms of the pool of training contractors to which they belong, as work becomes available a board of local government officials distribute the work to individual organisations depending on the strength of their KPI scores. Consequently, the amount of repeat business they receive directly reflects how efficiently the previous project was lead and executed. They have found this to be a

highly effective and motivational process; they feel that their leadership programmes must be successful,

“an organisation that displays strong leadership will perform as well as possible and deliver a work with zero defects. Citizens also score us monthly, all of those considerations are put together and if you have the best KPI’s you get the most projects”.

Overall, the majority of organisations rely on employer and employee feedback on performance after training courses to evaluate their effectiveness. However, leadership training is costly, both financially and in terms of employee time, and as such it seems that a more robust evaluation process would be desirable. One organisation in particular, expressed concern about their inadequate evaluation method and stated that further development of this aspect of their training was necessary.

“This is where we’re not as good as we should be. Obviously, we get feedback from our teams on how they feel things have gone, and also, from all evaluation the people who have been on these courses are getting promoted. All of the people running the company have been in these courses, so they are successful but we don’t evaluate them well at the moment”.

However, is it truly logical to accept that if a senior manager at an organisation has attended a course, and he in turn then becomes a successful manager, that the course itself is successful? This is clearly an area where organisations might welcome guidance.

Despite the problems with evaluating its success, a leadership-training programme should address all of the key skills identified as important and contribute to the

continued growth of an organisation. One way to evaluate the success of a programme might be to assess the extent to which the key drivers and motivations for initiating the process are satisfied.

7.7 SUMMARY

Rowley (1999) suggested that the knowledge based society has arrived, and those organisations that can succeed in the new knowledge based society are those that can identify, value, create, and evolve their knowledge assets. Rowley continued by noting that effective management of knowledge, change, and innovation are central or core competencies that must be mastered for organizations to succeed. It is not simply enough for knowledge to reside within an organisation as knowledge that is not effectively utilised is essentially a wasted resource, instead knowledge needs to be actively managed. There are several mechanisms that can be used to manage public sector or private sector organisational knowledge.

The current study revealed that the main motivations for public sector organisations in the KSA are to invest in leadership skills development programmes and to facilitate the growth of the department and retain staff. Also, the need to motivate staff to ensure they perform to their best of their abilities, followed by the desire or need to equip them with new skills due to changing or increasing demands put upon them. This motivation includes the shift from management to leadership and the need for training in the new skills required to make that transition. Other drivers revealed in this study include: increased efficiency, continued professional development, strengthen teams, increase competitiveness and develop future leaders.

Furthermore, the study revealed that lack of leadership skills in the context of KM specific training programmes. There is a range of key topics addressed through the courses on leadership skills development training programmes in the KSA public sector organisations include: personal development; more efficient and effective leadership; team work; create a business plan; the ability to identify strength and delegate well; techniques for developing staff; collaboration; constructing positive review processes; personal development plans; understanding the business landscape; understanding you; personality profiling and whole brain thinking; citizen focused; strategic management; engaging with people; ethics; delivering on commitments; partnering; communication; building and running a team; motivation; management; target setting and meeting; recruitment; team work; budget control; translating theory into practice; presentation skills; management skills; evaluation and understanding of self; and performance management.

The key barriers for delivering knowledge leadership skills training programmes in the KSA public sector organisations are time, cost, and culture. Organisations adopt a slightly different approach where compulsory training is given priority over work, and non-compulsory development is scheduled around the working day all together. It is necessary to clarify the need for training and justify the expenditure required for it and value for money as the essential aspect of all staff development courses. The culture of the KSA public sector becomes a problematic obstacle to leadership skills training.

It is important to acknowledge and address these gaps as leadership skills training is considered to be highly important to the development of individual organisations and the sector as a whole. There are several gaps in the training provision particularly identified by organisations and highlighted through analysis of the interviews that

clearly form a substantial gap in the market. In particular these gaps relate to the identifying and empowering leadership styles; translating theory into practice; building on individual's understanding of leadership; facilitating team performance; facilitating a range of different individuals and team members; transforming resistance to change; leadership role in managing knowledge (both within the organisation and on projects); and the culture of high performance (the process of rewarding achievements in order to motivate the individual and the team).

The motivations of organisations to invest in training programmes, and the identification of the key qualities they are designed to foster in employees are all fairly irrelevant if the leadership development training provided does not generate the desired outcomes. The only way to assess the outcomes of training is via evaluation techniques. This study revealed a variety of evaluation methods and techniques including: "manager review", "feedback and appraisals", "monitoring", "self-evaluation", "focus groups", "360-degree feedback" and "6 month reviews". The majority of KSA public sector organisations rely on employer and employee feedback on performance after training courses to evaluate their effectiveness. However, leadership training is costly, both financially and in terms of employee time, and as such it seems that a more robust evaluation process would be desirable.

Overall section 7.2 has addressed the fifth research objective, which is "to investigate the key drivers that have fueled the need for developing leadership skills in the context of KM" and fifth research question, which is "what are the key drivers that have fueled the need for developing leadership skills in the context of KM?" of this study.

Similarly, section 7.3 has addressed the sixth research objective, which is “to investigate and document the knowledge leadership skills development training programmes that are available in the KSA public sector” and sixth research question, which is “what are the current knowledge leadership skills development training programmes that are available in the KSA public sector organisations?” of this study.

Section 7.4 has addressed the seventh research objective, which is “to investigate and document key barriers to deliver knowledge leadership skills training programmes in the KSA public sector organisations” and seventh research question, which is “what are barriers to deliver knowledge leadership skills training programmes in the KSA public sector organisations?” of this study.

Overall section 7.5 has addressed the eight research objective, which is “to explore the current gaps in the leadership skills development programmes provision in the KSA public sector organisations” and eight research question, which is “what are the current gaps in the leadership skills development programmes provision in the KSA public sector organisations?” of this study.

Section 7.6 has addressed the ninth research objective, which is “to explore and document the evaluation of the knowledge leadership training programmes in the KSA public sector organisations” and ninth research question, which is “how the KSA public sector organisations currently evaluate the knowledge leadership training programmes?” of this study. The next Chapter (Chapter 8) will present the development of leadership skills awareness training tool for successful implementation of KM related change initiatives in the KSA public sector organisations.

CHAPTER 8 : KNOWLEDGE LEADERSHIP SKILLS AWARENESS TRAINING TOOL

8.1 INTRODUCTION

This chapter presents the development of leadership skills awareness training tool for successful implementation of KM related change initiatives in the KSA public sector organisations. The findings from the previous stages of this research study were taken into consideration in the development of the awareness tool. Ten key leadership traits were considered to be important for implementing KM related change initiatives. The developed awareness tool provides broad guidance for the development of knowledge leadership skills. Section 8.2 discusses the rationale for the awareness tool. Section 8.3 discusses the developed awareness tool. While section 8.4 summaries the awareness tool.

8.2 RATIONALE FOR THE AWARENESS TOOL

Burgoyne (1975) emphasised that the “learning processes involved in management development appear to be complex and varied, and it is likely that most of the schools of thought illuminate a significant facet of this complex reality”. Lowe (1993) reviewed the literature on experiential learning and noted that, “educationalists consider experiential learning to be the most significant aspect in personal development”. The

experiential view recognises that the person has freedom of choice and action, and the capacity to initiate rather than simply respond to circumstances. In experiential learning, people have intrinsic capabilities for developing and learning. The application of experiential learning tends to emphasise the “affective” side of people, by insisting on working on problems that are subjectively real and important to the people concerned; by focusing on the emotional and intellectual contents of people’s experiences. Chickering’s (1976) view of experiential learning is that it occurs when changes in judgments, feelings, knowledge or skills result for a particular person from living through an event or events.

A review of literature (Dewey 1938; Lewin 1951; Boydell 1976; Kolb 1976; Juch 1981; Gibbs 1988; Honey and Mumford 1989; Dennison and Krik 1990) suggested that most experiential theories adopt a cyclical model with four distinct and mutually important stages. Smith (1992) suggested that the Kolb experiential learning theory remains the clearest exposition of the concept of experiential learning. Kolb (1984), states that experiential learning theory of development “focuses on the transaction between the internal characteristics and external circumstances; between personal knowledge and social knowledge. It is the process of learning from experience that shapes and actualises developmental potentials. This learning is a social process and thus, the course of individual development is shaped by the cultural system of social knowledge”.

Kolb’s model of the learning cycle contains four stages: Experiencing (Concrete experience): Immersing oneself in the “doing” of a task is the first step in which the individual carries out the task assigned. Reflection (Reflective observation): Involves stepping back from task involvement and reviewing what has been done and experienced. The skills of attending, noticing differences, and applying terms help

identify subtle events. Conceptualisation (Abstract conceptualisation): Involves interpreting the events that have been noticed and understanding the relationships among them. It is at this stage that theory may be particularly helpful as a template for framing and explaining events. Planning (Active experimentation): Enables the taking of new understanding and translating it into predictions about what is likely to happen next or what actions should be taken to refine the way the task is handled. Hence the information technology based leadership skills awareness training tool was developed based on Kolb's learning theory.

Furthermore, in this study, during face-to-face interviews, interviewees were asked the need for development of a knowledge leadership skills awareness training tool for KSA public sector organisations. Of the interviewees, 98% (41 of the 42) cited the need for a holistic, comprehensive training tool for addressing the knowledge leadership skills. Therefore, the development of a knowledge leadership skills awareness training tool was developed and validated.

8.3 DEVELOPED LEADERSHIP SKILLS AWARENESS TRAINING TOOL

Ten key leadership traits were considered to be important for implementing KM related change initiatives. They are: approachability, reliability, self-motivation, organisation, communication skills, delegation skills, decision making, initiating disciplinary procedures, team motivation, and crisis management. The leadership traits currently employed within the industry are extremely technically while they require training to fill the soft skills deficit being experienced. Taking each of the ten leadership traits are in a form of short quiz. This will be undertaken in order to place an individual at some point on a scale of 1 to 5 indicating the degree of strength they have in each characteristic.

The quiz questions were selected based on review of literature and discussing with experts.

After all ten quizzes have been completed the delegate will have ten scores between 1 and 5. As a score of 5 will indicate extreme competence in a particular trait (the ideal score for a perfect potential leader) the closer the overall score is to 50 the more prepared for leadership an individual will be. There will also be a short report generated by each score, which collated with all ten short reports, will generate a personality profile for the individual highlighting areas where they may need to develop in order to become a better leader. There is a host of programming language that can be used for coding (e.g. Java, VBA, C and C++). In this study Java programming was used to develop the training tool. Various options are also available to develop a training tool. It could be web based or stand-alone, or mobile applications. A stand-alone training tool was decided upon because of time and costs involved in development.

The quizzes and reports for each trait can be found below:

1. APPROACHABILITY TRAITS

Approachability is defined as being capable of being approached, accessible, and an individual who is easy to meet, know, and talk to and so on. Physical characteristics play a big role in determining approachability, if an individual smiles and makes eye contact they can seem more approachable, in the same way that a friendly demeanour, an air of interest and attention to what others say and do, and a willingness to initiate conversations are considered indications of heightened approachability. These four

questions are designed to identify these aspects of a person's personality and draws conclusions from the answers given.

1) When you see a colleague for the first time that day do you:

- a) Always smile at them when you say hello
- b) It depends on your mood; you smile at them if you're feeling happy
- c) It depends who it is, you smile at you friends and are more formal with colleagues you don't know as well
- d) You are very formal and greet your colleagues officially each morning
- e) You don't have time for pleasantries, you have work to get on with so usually just tell them their tasks for the day straight away

For this question you would score as follows:

A = 5

B = 3

C = 2

D = 4

E = 1

Approachability should be judged by those colleagues who are not your friends; therefore, welcoming all colleagues in the same, consistent way is the most approachable way to be. Therefore answer 'A' shows the most welcoming attitude, answer 'D' might not seem to be very approachable but it shows that you acknowledge the presence of each individual and respect their commitment (you may not demonstrate the warmest of approaches but you make yourself accessible for all of your colleagues in a formal way). Answer 'B' shows a degree of approachability, but it also places extra responsibilities on your colleagues. In order for them to be confident to approach you

they also need to be able to read your mood and judge whether their timing is right for the query they have, this may alienate some colleagues. Answer 'C' shows that you are selective about the individuals you welcome in, this is an unprofessional way to behave as a leader and will definitely alienate some colleagues and lead to dysfunction in your team. Answer 'E' demonstrates un-approachability, you fail to welcome your colleagues and treat them in a distant and somewhat unfriendly manner, and this will not make you approachable, especially for the less confident members of your team.

2) When speaking to a colleague would you usually

- a) Make constant eye contact with them, failure to do so shows weakness or incompetence
- b) Make almost constant eye contact with them while they speak, but tend to look away a bit more when you speak
- c) Engineer the situation so you rarely have to make eye contact – you might walk alongside them for example
- d) Make fleeting eye contact throughout the conversation but feel a bit awkward when you catch their eye
- e) In most situations you're not really aware of the eye contact you make, if it feels awkward you try to adjust your patterns of eye contact to make things more comfortable for the other person

For this question you would score as follows:

A = 2

B = 4

C = 3

D = 1

Eye contact demonstrates an attentive personality, interest in what you're being told, and confidence in your own knowledge. It also demonstrates how empathetic and sensitive you are to other individual's feelings of comfort. Answer 'E' shows the greatest degree of empathy with your colleagues. It shows that you are comfortable in yourself and rarely question your level of eye contact as it comes naturally to you. However, when you can see others feel awkward you do your best to accommodate and adapt to ease their tension. The most widely accepted "best" form of eye contact is answer 'B'. This shows that you are attentive whilst they are speaking, but need to glance away sometimes whilst you speak to remember facts, think or gather your thoughts. Answer 'C' shows awkwardness and a lack of confidence in yourself; however, if managed correctly, this approach to eye contact can address your feelings of discomfort whilst also making the other party feel listened to. If this is the way you tend to deal with eye contact it is important to listen carefully and give considered and relevant responses to your colleague's comments to ensure they felt listened to. Answer 'A' can be somewhat intimidating and uncomfortable for your colleagues. Many people feel they need to make such intense eye contact to demonstrate confidence and attentiveness, this is not the case and too much unnatural eye contact can appear strange and make conversations difficult. You may even come across as aggressive. Answer 'D', fleeting eye contact, is the worst kind of eye contact a leader can employ. This shows a lack of confidence in yourself, or a lack of interest in your colleague. This kind of eye contact is easily recognisable and "contagious", you make your colleagues feel uncomfortable and show that communication is a weakness in yourself.

3) Which of the following are you MOST likely to do?

- a) Remember your colleague's birthdays and be the first to acknowledge the day
- b) Genuinely forget their birthdays every year but have a trusted colleague to give you the head's up about anything you need to "remember"
- c) Your colleagues have birthdays?
- d) Keep out of any birthday acknowledgements and maintain a professional distance
- e) Say happy birthday if you happen to be there when others do, sign a card if it's passed to you, but don't initiate anything

For this question you would score as follows:

A = 5

B = 4

C = 1

D = 2

E = 3

Showing you are interested in your colleagues as individuals is important to becoming an approachable leader and fostering a well-functioning team. One way of showing interest in each of your colleagues is to acknowledge events in their life or remember details about them. Answer 'A' shows that you show a real and genuine interest in others. Your attention to details of their life will make them feel comfortable, welcome and part of your team. This will be repaid by increased respect for you as an individual and increased approachability. Answer 'B' gives the same impression to most of your colleagues. You may not have the memory or organisational skills to remember under your own steam each year, but you have gone to the trouble of asking to be reminded

and this in itself shows interest in your colleagues. People would rather you used a reminder and acknowledged their personal events than forgot completely. Answer 'E', although along the same lines as answer 'B', doesn't show as much interest in your colleagues as individuals. It does show that you recognise the importance of adding your name to a card or making a birthday greeting if you are presented with the situation. But the fact that you only do this if you find yourself in the situation suggests that you are doing it out of politeness or duty and that you are not that interested in them. This may also lead to problems if you happen to acknowledge some colleague's birthdays and not others. Making a decision to avoid birthday acknowledgements, answer 'D', does eliminate the problem of unfairness and remembering some and not others, however it does present a somewhat stand-offish and cold persona. This is not the best way to become approachable. Answer 'C' shows a complete lack of interest in your colleagues, and almost indicates that you don't think of them as individuals or people that do anything interesting outside work.

4) If there was a long awkward silence at a work Ramadan get together, would you

- a) There wouldn't be a long awkward silence because you fill them all, usually with embarrassing participation games that you find hilarious
- b) Look around the table, select a colleague who you know won't mind being the centre of attention, and initiate a conversation about something exciting they've done, and you know others will be interested in
- c) Resort to "shop talk" with the person sitting next to you
- d) Feel relieved as you don't have to bother with small talk anymore, plus you can sit back and "people watch"

- e) Start a “small talk” chat with the people around you

For this question you would score as follows:

$$A = 3$$

$$B = 5$$

$$C = 2$$

$$D = 1$$

$$E = 4$$

Showing initiative in social situations is a key aspect of developing approachability. If you have had fun social experiences with your colleagues, they will see you in a “softer” light and feel they can talk to you more easily. Answer ‘B’ would be the best way to develop an approachable reputation. It shows that you are able to recognise an awkward situation and disperse the atmosphere with some thoughtful conversation initiation. It also shows that you remember details of your colleagues’ lives, you are interested in hearing about their experiences and you are willing to sit back and listen rather than be the centre of attention. Answer ‘E’, making small talk with colleagues demonstrates similar traits in that you can avoid awkward silences by initiating conversations. However, the nature of the conversation might suggest that you have no other knowledge of your colleagues’ experiences or interests and are somewhat detached from them socially. Answer ‘A’ is a difficult response to score. This response demonstrates that you are not shy and that you are interested in getting your colleagues involved in the fun and games. However, you lack the empathy to recognise that not all of your colleagues may want to participate, plus you are not giving your colleagues the chance to “take the floor” as you remain in control and the centre of attention. You need to be careful that people don’t feel obliged to humour you as you are their leader,

and subsequently can't wait to get away from you. This may lead to your colleagues not wanting to approach you in the workplace as they may fear making a mistake or asking a "silly" question that will later be brought up to embarrass them. Answer 'C' shows that you are somewhat boring and have no interest in your colleagues' lives outside work. Answer 'D' makes you appear unsociable and detached; people make mistake this level of shyness as anti-social and an air of superiority.

- **OVERALL SCORE**

In order to work out the overall scores delegates will be asked to add up their 4 scores and divide them by 4 to obtain the average score for approachability.

- **Average approachability scores 1 and 2**

This suggests that you are not very approachable at all. You don't smile very much at colleagues, which in itself makes you somewhat unapproachable as you present an air of either indifference or sternness. You are poor at making eye contact, and the fleeting eye contact you do make leads to awkward encounters and demonstrates a lack of confidence in your own abilities, as well as discomfort in communication. You show very little interest in the personal lives and experiences of your colleagues which detaches you from them and makes you even less approachable. You also tend to distance yourself from your colleagues in social situations; this can either present an attitude of superiority or disinterest. All of these qualities make you unapproachable for your colleagues which is not desirable in good leadership.

- **Average approachability score 3**

This suggests that you are quite approachable but there is room for improvement. Your attitude towards your colleagues depends greatly on your personal mood and preferences. This can be a good thing but you need to be careful you treat your colleagues equally and don't give mixed messages. Your team need to know where they stand with you and can't be uncertain as to whether they can approach you on any given day. Your personality can be a hindrance (whether shy or extravert) and might affect how your colleagues perceive you but you do your best to reach a compromise between your own preferences and your colleagues need to feel listened to and valued. Paying more attention to your colleagues' personalities and lives will show attention to detail and an appreciation for them as individuals.

- **Average approachability score 4**

You are a very approachable leader. You make your colleagues feel comfortable by making good eye contact and make them feel appreciated by remembering details about their lives (even if you do need a little reminder sometimes!). You can sometimes be a little formal with your colleagues, and need to be careful not to distance yourself from them by being too detached. But overall, your team find you approachable and friendly.

- **Average approachability score 5**

You are as approachable as possible. You are very friendly and comfortable with your colleagues. You remember details about their lives and show an interest in their experiences. People feel they can talk to you and you make them feel comfortable by doing your best to alleviate any instances you recognise as awkward for them. You know each of your team members well and can adapt how you behave to accommodate

their personality, an admirable quality that makes it easy for your colleagues to approach you.

2. RELIABILITY TRAITS

Reliability is a valued characteristic in friends, family and most importantly, colleagues. Reliability breeds trust, a reliable individual never makes promises they cannot keep and always delivers on commitments. By ensuring you are considered to be a reliable colleague you enhance your credibility and the level of respect others have for you. Particular characteristics that determine reliability include the ability to remember dates, appointments and deadlines; delivery of tasks on target; honouring promises; and consistency in adhering to targets and commitments. These four questions are designed to identify these aspects of a person's personality and draws conclusions from the answers given.

- 1) You are told a number of important deadlines, do you**
 - a) put them in your diary
 - b) set yourself reminders in your planner immediately
 - c) jot them down and plan to put them in your diary later
 - d) not really listen and hope someone else will remind you
 - e) write down the dates then forget what they are for

For this question you would score as follows:

A = 4

B = 5

C = 3

D = 2

E = 1

2) You have a big deadline tomorrow, you have not quite finished, do you

- a) work late but go to bed so you are fresh for the morning even though you have not quite finished
- b) finish major targets and leave the details
- c) pull an all-nighter
- d) call and ask for an extension
- e) hand it in as it is

For this question you would score as follows:

A = 4

B = 3

C = 5

D = 2

E = 1

3) You only have enough cash for one drink, but you promised your friend you would buy them a pint, would you

- a) buy them a drink and say you did not want one
- b) do not buy any drinks and say you forgot your wallet
- c) buy yourself a drink and say you forgot to buy theirs

- d) buy two halves and share
- e) tell them you will buy them a drink next time

For this question you would score as follows:

A = 5

B = 2

C = 1

D = 4

E = 3

4) You have a really busy social schedule this autumn and you know its really going to interrupt your home life, would you

- a) commit to everything and see whether you fancy it when the day comes
- b) be selective about what you agree to and attend those you choose
- c) do not reply to anything and just turn up if you feel like it
- d) Agree to everything you can and make the effort to be there
- e) commit to everything but get your excuses ready as you have no intention of going

For this question you would score as follows:

A = 2

B = 4

C = 3

D = 5

E = 1

The delegates should add up their scores and divide by 4 to obtain their average score for reliability.

- **Average reliability score 1 and 2**

You are not very reliable. You tend to make commitments you cannot, or have no intention of keeping, and people are never sure whether you will show up. You have problems with meeting targets and remembering deadlines, and you often fail to deliver the goods as promised.

- **Average reliability score 3**

You are quite unpredictable when it comes to reliability. People are not entirely sure whether you will honour commitments as you have a tendency to miss deadlines and social events and don't always keep your promises. You do show a degree of commitments to your responsibilities, but you need to be more consistent so that your colleagues can depend on you keeping up your end of the bargain.

- **Average reliability score 4**

You are quite reliable. You keep to major deadlines and will put a great deal of effort into upholding your promises. You only commit to what you can and as such rarely let people down, although you do sometimes compromise on your promises in order to

minimise the impact on yourself. People usually know where they stand with you and your colleagues will quite happily rely on you.

- **Average reliability score 5**

You are extremely reliable. You keep to all deadlines and will do what it takes to uphold your promises. You plan your schedule well so that you can ensure you can keep to your commitments. You show consistency in delivering the goods and as such people trust you and are considered very dependable.

3. SELF-MOTIVATION TRAITS

The variety of challenges and targets that face a leader in the public sector, combined with the level of competition faced both personally and, in the organisation, make the ability to be self-motivated extremely desirable. This quality boosts enthusiasm and energy and is strongly associated with success. Self-motivation demonstrates desire and commitment, and when combined with determination is a winning combination. The characteristics that suggest an individual is self-motivated include the setting of long and short-term goals; a positive attitude towards tasks; an ability to visualise procedures and outcomes; the ability to maintain momentum on the face of obstacles and adversity; and self-belief. The following question is designed to highlight an individual's ability to self-motivate.

You are part of a team designing a leisure facility for a national building design competition. It is a prestigious competition and winning would do wonders for your curriculum vitae (CV) and your career. One of your team mates has got a friend on another team and has some sneaky information about their project. Their ideas seem much better than yours and your team starts to panic. As time is running short, they begin thinking it might not be worth their efforts and consider withdrawing from the competition.

What would you do? Please select **four** actions from the following list.

A	Panic and vote to withdraw	K	Express concern about the competition's strengths and worry that you might need a new design
B	Agree that there is no way of meeting the deadline but it might be worth trying	L	After looking at the other team's design you know you have no chance
C	Stay positive and convince your team there is no need to panic	M	There is no time to improve your ideas enough
D	Agree you are concerned and start to panic	N	Your ideas are just as good as theirs, stick with it!
E	Feel a bit worried but think you might as well carry on anyway	O	Their ideas might be better but you should stick with what you have got
F	Draw up an action plan of long and short term goals	P	Focus on the benefits of taking part
G	Break down the task into manageable chunks	Q	Cannot see the point of wasting any more time on this
H	Get on with it, there is no point	R	Go along with what the others decide

	sitting around making plans		but cannot see the point anymore
I	Focus on the deadline and worry about how you are going to get everything done in time	S	Feel a bit dejected but think it will probably be worth it in the end
J	Think about the challenge and press on	T	Not sure whether its worth it

The scores for each answer are as follows:

- a) 1
- b) 3
- c) 5
- d) 2
- e) 4
- f) 5
- g) 4
- h) 1
- i) 2
- j) 3
- k) 3
- l) 1
- m) 2
- n) 5
- o) 4
- p) 5
- q) 1
- r) 2
- s) 4

t) 3

The delegates should add up their scores and divide by 4 to obtain their average score for self-motivation.

- **Average self-motivation score 1 and 2**

You are not very self-motivated. You do not set long or short term goals which can help you achieve your targets, no matter how unobtainable they seem. Your outlook tends to be pessimistic and you do not display much enthusiasm for the task in hand. This can have a negative impact on your own achievements as well as those of others in your team. You tend to be slightly apathetic towards the project and cannot visualise the practical outcomes or the benefits of taking on a challenge. Similarly, the failure to be able to overcome obstacles or maintain faith in your own ideas and abilities by excessively comparing your efforts with your competitors has a negative and detrimental impact of your work. This lack of self-motivation will not be very desirable in a leader.

- **Average self-motivation score 3**

You are self-motivated to a certain extent. You display some characteristics that show you are motivated and know how to go about consolidating your ideas. The ability to set both long and short term goals and visualise an outcome is integral to motivation and you show signs of doing this. You need to be careful not to allow the achievements of competitors deter you from your goals or dent your self-belief as this can be detrimental

for you and your team. Similarly, whilst you show a positive outlook and willingness to tackle problems you must be careful not to give up too easily and be determined to accomplish targets that have been set.

- **Average self-motivation score 4**

You are a quite self-motivated individual. You know the importance of setting long and short term goals and have the determination and self-belief to pursue a challenge to its completion. You are an optimistic person who can visualise the outcomes of a project, both in terms of the practical products of your efforts and the less tangible benefits you may reap. You sometimes pay too much attention to the efforts of others and allow their achievements to dent your confidence in your own abilities, you should be aware of this and try and develop more faith in yourself and your team.

- **Average self-motivation score 5**

You are very self-motivated. You set long and short term goals and are determined to meet them regardless of the obstacles in your way. Your optimism and enthusiasm is a major strength of yours enabling you to inspire similar attitudes in those around you. Your approach to competition is excellent and you are able to see the benefits of healthy competition – acknowledging their strengths only spur you on to perform better. Your ability to visualise a goal and understands the benefits of completing a challenge underline your motivation and drive you to be a proactive and committed leader.

4. ORGANISATION SKILLS TRAITS

Poor personal organisation skills can lead to inefficient working and cost your organisation time and money, as well as cause you stress and dissatisfaction with your performance. There are eight characteristics that denote a well organised individual, they are goal setting; list making; diary keeping; prioritising; de-cluttered work spaces and lives; well scheduled work and relaxation time; simplified approach to life; and follows an almost habitual routine.

Following is a scenario describing the work life of James a project manager in a public sector construction organisation. Please read the scenario and then judge how much of yourself you can see in the example by selecting one of the options that follows.

James is a project manager for a small KSA public sector construction organisation. He has one month from now to complete all of the work on a big-money contract. The amount of work to get done is almost over whelming, and not helped by the fact that it is July and Ramadan celebrations are creeping up rapidly. Instead of panicking, James sits at his desk and takes a couple of hours to plan and schedule all of the things that need to be completed. He creates a list of tasks that need doing, the order they will need to be done in and the length of time required to complete them. He then schedules when each task will commence and be completed and delegates tasks to team members. As James is aware that not all of the tasks on the “to do” list can be completed in time, he prioritises them to ensure that the most important things are addressed first. He also looks at all of the tasks on the list and “weeds” out the unnecessary ones, making sure to add them to another list of tasks that need to be completed at a later date.

Once the schedule is finalised, including time set aside for the planned Ramadan celebrations, James holds a meeting with his team. In order to avoid scheduling problems all team members are issued with a copy of the plan and given access to an online forum where individuals can report when tasks are complete or share any problems they are having that may affect the project. By that afternoon the team has smoothly started work on the first stages of the project. This is the way James always works, his team know exactly what to expect from him and so far, the whole operation has run like clockwork.

How much like James do you think you are? Select the statement below that best represents how you approach tasks.

- a) I would do everything in exactly the same way as James
- b) I would list the tasks and delegate them, and keep track of progress throughout the month
- c) I would hold a meeting, randomly divide the tasks between the teams and hope for the best
- d) I would cancel all social arrangements and increase overtime to ensure all of the tasks are completed within the month
- e) I would prioritise the tasks and draw up a schedule, I would put this onto a communal calendar telling teams that if they can keep to the plan they can keep their social arrangements

The scores for each answer are as follows:

A = 5

B = 2

C = 1

D = 3

E = 4

- **Average organisation skills score 1 and 2**

Your lack of planning indicates you have a disorganised approach to your work. Your team are not clear how long they have to do tasks or what order they need to be done in. This can lead to poor prioritisation and scheduling clashes with members of your team trying to complete incongruent tasks alongside each other. By failing to schedule, de-clutter, prioritise and build time into the plan for social commitments you have failed to prepare your team for the work load ahead and stand very little chance of completing the task on time.

- **Average organisation skills score 3**

You show that you can and will develop a plan for the workload; however your failure to incorporate the Christmas celebrations into your schedule shows a high level of disorganisation and will undoubtedly generate unrest throughout your team. Time for breaks from work is essential to maintain a well-functioning team, and as a leader, despite how hard you work, being unable to find time for your team to socialise shows poor organisational skills. You should prioritise the tasks in hand and schedule and delegate them accordingly to ensure a good work-life balance. Whilst your dedication to completing the task is admirable, you need to organise the workload more efficiently.

- **Average organisation skills score 4**

You are quite an organised person. You understand the importance of prioritising your workload and developing a working schedule. By planning the tasks on a communal calendar you are making the plans well known to your entire team and this way any clashes or problems can be shared immediately hopefully avoiding any major delays. The fact that you fail to schedule into the plan any social arrangements does indicate a slight lack of organisation and faith in your team, however using them as motivation to encourage fast and efficient work is an approach – so long as you are sure your team can meet the deadlines set (as forcing them to miss long-standing social plans as a result of your poor organisational skills will spread discontentment throughout your team)

- **Average organisation skills score 5**

You are extremely organised. You think before you act and set goals so that you know what you are going to do, when you are going to do it, and what exactly needs to be done to accomplish it. You keep track of things by making lists and have a prominent or communal calendar on which you share your plans so that there is clarity throughout the team. You are good at prioritising your workload and can confidently decide which tasks are not as important as others and can potentially wait until a later date. Your team know how to expect you to approach a project and are therefore comfortable and confident in your abilities and working style. All of this, coupled with your commitment to the pre-planned social arrangements will generate respect from your team and show that you are capable of organising your and their schedules properly.

5. COMMUNICATION SKILLS TRAITS

Communication is vital with colleagues, customer, or managers. Frequently, inappropriate communication causes relationship difficulties, which hinder teams and organisations from meeting their objectives. Therefore, the ability to communicate well is imperative to each individual and a skill which constantly needs to be enhanced and developed. Good communication skills refer to both verbal and non-verbal communication and are essential in every aspect of work life. There are three main areas of everyday working experiences that demand excellent communication skills as a leader; these are conflict resolution, motivation and general interactions with your team. Throughout all of these areas the most important aspect of communication to understand is that communication is individual and a good leader can adjust their approach depending on the situation and the individual.

It is important to recognise the tone of a conversation and acknowledge differences between team members that determine the manner of communication that will be most effective. Some team members will respond to direct orders, others to polite requests, some prefer to feel they are not being told what to do, whilst others like to feel they are involved in the decision making process. Whichever approach you take it is important to make your team members feel valued, whether this is through consulting them for their opinions or trusting them with a task. However, it is also important to ensure you are seen to treat your colleagues fairly – this can be tricky when adjusting the way you communicate with each of them. The following exercise is designed to ascertain how well you can assess and adjust your communication style with a range of individuals.

Below are a range of communication styles and a character profile for four individual team members. Please select which communication style you would adopt if you were having a conversation about a work project with each individual.

Please select ONE of the following for each of the four scenarios:

- a) Get excited, show that you are enthusiastic and appreciate their interest and enthusiasm
- b) Step back and let them feel like they are in charge whilst maintaining control
- c) Show your faith in your team member, support their ideas and encourage them
- d) Provide all of the facts and figures, share all of your knowledge and make them feel involved
- e) Assert your authority and make it clear you are in charge

Team Member A:

Communication Option (please choose one)	A	B	C	D	E

Mike is a methodical worker, he likes to understand exactly how things work and hates being unprepared. In his spare time his is a valued member of his local quiz team.

Team Member B:

Communication Option (please choose one)	A	B	C	D	E

Jenny is a friendly member of your team who works well in a relaxed and happy environment. She is a positive person but is quite sensitive to pressure, criticism and tends to become withdrawn if she feels vulnerable.

Team Member C:

Communication Option (please choose one)	A	B	C	D	E
---------------------------------------------	---	---	---	---	---

Tim is new to your team and is keen to impress. He has a short attention span but is always up for a challenge and revels in taking the credit for his work. He puts a lot of energy into everything he does; he has good and innovative ideas and is prepared to defend them rigorously.

Team Member D:

Communication Option (please choose one)	A	B	C	D	E
---------------------------------------------	---	---	---	---	---

Tony is a well-seasoned professional with a proven track record for excellent results. He responds well to a challenge but can at times be blunt, or even rude in his manner. He resents being told how to do his job and is justifiably arrogant. In his spare time he plays several competitive sports.

The scores for each answer are as follows:

Team Member A: A = 2

B = 4

C = 3

D = 5

E = 1

Team Member B: A = 4

B = 2

C = 5

D = 3

E = 1

Team Member C: A = 5

B = 2

C = 5

D = 3

E = 1

Team Member D: A = 2

B = 5

C = 3

D = 4

E = 1

Delegates should add up their scores and divide them by 4 to ascertain their average Communication Skills score.

- **Average communication skills score 1 and 2:**

You have weak communication skills. You fail to acknowledge differences in your team members and adjust your communication approach towards them. You need to

develop your understanding of individuals and how your approach to them will affect their responsiveness to you and their workload.

- **Average communication skills score 3:**

You are fairly good at communicating with some members of your team. You can notice the personality traits of some individuals and tailor your behavior towards them. However, you have to ensure you can do this effectively for all individuals you for to maintain a content and efficient working unit.

- **Average communication skills score 4:**

You have good communication skills. You can recognise differences in individuals and are empathetic towards them; you can usually adjust your communication approach well to ensure you get the best out of your team. However, sometimes you don't select the best option which may sometimes make certain individuals feel undervalued or ignored.

- **Average communication skills score 5:**

You have excellent communication skills. You understand people well and can adjust your demeanor to suit the individual, ensuring you get the best out of every member of your team. You will have a very contented and efficient team, with each individual feeling valued and comfortable under your leadership.

6. DELEGATION SKILLS TRAITS

Delegation is the way in which a good leader manages their workload and enables their team to complete tasks. Effective delegation can make the difference between well and poorly executed projects. A leader must know their team members and their abilities and ambitions well enough to be able to assign them relevant and suitable responsibilities and trust that they will be completed to the required standard and on time. There are a number of aspects of good delegation including the following principles: the ability to relinquish control; understanding the difference between delegation and abdication; clear and concise definition of the task being delegated; equip each individual with the tools and knowledge to complete their assignment; ensure everyone involved is approaching the task in the same way; clarify where further decision making authority lies; take the time to listen to your team and de-brief after the task in order to improve future delegation decisions.

The following question is designed to highlight how many of the key stages of good delegation you are aware of. Please choose FIVE of the following key steps you would include in the delegation process:

A	Accept that sharing responsibility is the most efficient way to complete a task
B	Delegate the task of delegating
C	Maintain all responsibility for decision-making
D	Ensure that you maintain overall control of the project
E	Clarify and define each task precisely
F	Set out the tasks and ask your team to decide who does what
G	Distribute tasks on a “rota” basis so everyone can try everything
H	Brief and equip each individual with the tools and knowledge they require
I	Assign short practical tasks to individuals as they need to be done

J	Relinquish immediate control of each task
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The correct stages are:

A

D

E

H

J

You will receive 1 point for each of the correct stages you identified giving you a score out of 5 for your delegation skills.

If you scored 0 you are not aware of any of the key aspects of delegation and should work on developing your skills in all five of the areas described below. A score of 1 or 2 shows you are incorporating some of the key stages but not all of them. As all of the stages are important you should identify which steps you did not recognise and work on incorporating this into your delegation procedures. If you identified all five of the key stages you have demonstrated that you understand how to delegate clear tasks to the most suitable individual in a team. You are good at relinquishing control whilst maintaining overall responsibility for your team's output.

Below is an explanation of the five key stages of delegation delegates were asked to identify. If the score achieved was less than 5, delegates should take note of the skills described that they failed to recognise.

A. Accept that sharing responsibility is the most efficient way to complete a task

Even though others may have a different approach or standards, you're setting yourself up to fail if you think you have to do everything yourself. Accept that in today's interdependent world, there is a shared responsibility for getting things done. You will work more efficiently as a team rather than as individuals.

D. Ensure that you maintain overall control of the project

Delegate, don't abdicate and remember that the ultimate responsibility for the project lies with you. You should consider the abilities of each individual before you delegate a task, and manage any risk appropriately.

E. Clarify and define each task precisely

If you can't define the task to be delegated, it isn't ready for delegation. Good tasks to delegate are; Specific, Measurable, Achievable, Realistic and Time bound.... or in other words "SMART". Vagueness will only lead to confusion and mistakes and result in inefficiency.

H. Brief and equip each individual with the tools and knowledge they require

It is important to select the right people for each job. Sometimes this may mean choosing an individual you are certain can complete the task assigned. Other times you may want or need to give responsibility to someone less experienced, in which case you

should ensure you give the direction and advice required. You should also ensure that you provide access to the relevant practical tools required for each task.

J. Relinquish immediate control of each task

In the same way that delegation should not mean abdication, neither should it mean maintaining sole control over each aspect of a project. You need to ensure you demonstrate trust in your team by allowing them the responsibility to make decisions to a certain extent. This will ultimately increase efficiency. There is a spectrum of freedom in decision-making and action taking that you need to consider before, and during, the delegation process. This can vary from “give me the information and I’ll decide” through to “you decide and do it, no need to check back with me”. Again your approach depends on the risk of failure, your trust in the person and their ability to do the task.

7. DECISION MAKING TRAITS

If you want to lead effectively you need to be able to make good decisions. If you can learn to do this in a timely and well-considered way, then you can lead your team to success. However, if you make slow or poor decisions, you risk inefficiency and failure. There are several aspects of decision making that will ensure more informed and effective choices are made, the more experienced you are at considering all of the relevant aspects of the decision-making process, the more efficient you will become.

Considerations required in good decision making include the assessment of the decision in question and the variety of possible responses; prioritising actions and assigning

importance to each; weighing the pros and cons of decisions; assessing decisions from various perspectives; and the considerations required in group decision-making.

The following exercise is based on the “Pareto Analysis” model and will highlight your ability to prioritise a range of factors and make an informed decision based upon the information available. Please consider the following information and then indicate the decision you would make from the options presented.

You are a team leader and have recently been assigned a new team. You are aware that some projects your new team has worked on in the past have received a number of complaints from your clients, your boss has asked you to assess why this has occurred and attempt to reduce the number of complaints in the future. You decide to review all of the previous complaints your team has received and make a list of all the different problems. The list of problems was:

- 1) Poor punctuality
- 2) Some team members had a bad attitude
- 3) Work took too long because there were not enough workers
- 4) Over budget
- 5) Work was badly finished
- 6) We were not kept in the loop
- 7) Several problems that needed rectifying after completion
- 8) Workers did not seem to know what they were meant to be doing
- 9) There seemed to be a lot of “sitting around” going on
- 10) There were a number of scheduling “clashes” between the team
- 11) Poor workmanship
- 12) We had to hire supplementary staff to assist the team
- 13) Clients were spoken to rudely

- 14) It took several attempts to get someone to call us back
- 15) No-one could answer our questions straight away

Please choose which ONE of the following courses of action should be addressed first.

- a) Invest in staff training in customer service and communication
- b) Increase your team by employing more staff
- c) Spend more time planning a project and briefing your team
- d) Invest in practical construction skills training for your team
- e) Hold a meeting to re-enforce company policies and implement new disciplinary procedures.

Your score will be as follows:

A = 5

B = 2

C = 4

D = 3

E = 1

In order to complete this task successfully it was necessary to “group” the complaints to identify which was the most frequent problem your team had experienced. There were 5 complaints regarding the behaviour and attitude of your team (problems 2, 6, 13, 14 and 15), as such investment in staff training in customer services and communication would be the ideal first course of action. The second most frequent complaint was about the organisation and preparation of your team (problems 4, 8, 9 and 10) so increased planning and briefing should be the next priority. There were 3 occasions where poor workmanship was reported (problems 5, 7 and 11), and 2 complaints

regarding under-staffing (problems 3 and 12). There was only one report of bad discipline (problem 1) therefore this should be last on your list.

Aside from bad decision-making, delegates may have scored less than 5 points in this task for two reasons. Firstly, in a “real life” work situation some of these actions could be scheduled more easily than others. Holding a disciplinary meeting might be conducted prior to the employment of new staff or the organisation of any training courses, for example. Secondly, it may be the case that a delegate will assign more importance to different problems. For example, an individual might consider the quality of workmanship his team delivers to be more pressing than their customer service techniques and as such prioritise the investment in practical construction skills training for the team. The prioritisation of problems is an extremely important aspect of decision-making, however, in this exercise the scores were assigned based on problem frequency rather than severity as the latter is subjective and will depend on your organisation’s perspective and as such is difficult to rate in this assessment.

8. INITIATING DISCIPLINARY PROCEDURES

Disciplinary procedures are an essential aspect of leadership enabling both you and your team to discuss and rectify any grievances you might have. As a leader you will need to discipline members of your team if they do not adhere to your organisation’s policies or if their work is not up to standard. However, you need to be careful to follow internal and external disciplinary protocols to ensure you are fair and thorough in your actions. As your organisation will have individual disciplinary policies, this task will be based upon the national guidelines for disciplinary procedures and your personal approach to initiating disciplinary proceedings.

All disciplinary procedures should provide the employer with a chance to discuss the problem and allow the employee to respond. Disciplinary policies should be clear to all parties and the procedures made available and accessible to employers and employees at the time of appointment to duty.

Please select which of these actions you would consider most appropriate in each of the following scenarios. (Please be aware that you may select the same disciplinary action for more than one scenario if you feel it is the most appropriate)

- A. set out the issue and the disciplinary procedure in writing
- B. discuss the problem in person
- C. provide an appeals procedure
- D. provide a complaints procedure if the employer fails to adhere to policy
- E. allow an “informal warnings” route

Scenario 1

A team member is continually late arriving on site, you have already asked them to pay more attention to time keeping as they are delaying the progress of the project for the whole team but they have not

responded. What would you do next?

Disciplinary Option (please choose one)	A	B	C	D	E
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Scenario 2

You become aware of some friction between two of your team members. It has been an increasing problem for a number of days and is beginning to affect their work and the way the team functions. What would you do next?

Disciplinary Option (please choose one)	A	B	C	D	E
-----------------------------------------	---	---	---	---	---

Scenario 3

You have initiated disciplinary actions against one employee who is accused of behaving in a racist way towards another team member. The problem has been being dealt with for a number of weeks but the individual concerned feels they are being wrongly judged and is insisting they have done nothing wrong. What would you do next?

Disciplinary Option (please choose one)	A	B	C	D	E
-----------------------------------------	---	---	---	---	---

Scenario 4

One of your longest and most trusted team members has had personal problems recently and he seems to be increasingly tired at work. He has made a series of mistakes on site that have jeopardised the health and safety of your team. You have discussed the issue with the individual concerned and asked him to either take some time off or ensure he

can concentrate more fully on his job during working hours. Despite his usual high standards and reliability he has continued to make errors. What would you do next?

Disciplinary Option (please choose one)	A	B	C	D	E
-----------------------------------------	---	---	---	---	---

Scenario 5

A new supplier is constantly late delivering to site and this is delaying your progress and jeopardising your ability to adhere to the budget and schedule. Having spoken to the company concerned you receive an unsatisfactory response and a continued lack of urgency in meeting delivery targets. What would you do next?

Disciplinary Option (please choose one)	A	B	C	D	E
-----------------------------------------	---	---	---	---	---

The scores for this test are as follows:

All of the procedures listed are included within the government guidelines for disciplinary procedures. A delegate will score 1 point for each of the five options they correctly identified as the most appropriate next course of action.

The most appropriate courses of action are:

Scenario 1 = A

Scenario 2 = B

Scenario 3 = C

Scenario 4 = E

Scenario 5 = A

In scenario 1 the team member has already been given a warning and the informal “discussion” route appears not to be having the desired effect. Therefore a formal written warning is the most appropriate option for this situation.

In scenario 2 the problem is in its early stages. You can see that if the situation is not resolved it could become increasingly detrimental to the work of the team so it needs to be addressed as soon as possible. As the problem does not involve a direct action requiring discipline, the most appropriate next step would be to discuss the problem in person with the individuals concerned.

In scenario 3 the most appropriate thing to do is direct the employee towards the appeals procedure your organisation has in place to enable individuals to defend themselves and appeal for further consideration before the issue is taken any further.

In scenario 4 you have already discussed the problem with the individual concerned but he has continued to underperform at work. As you know he has personal problems and he has a proven track record for good and consistent work you should avoid causing him more stress and enhancing the problems he is already dealing with. The best way to ensure he returns to his previous standards as soon as possible you should issue a series of informal warnings prior to initiating formal disciplinary procedures.

In scenario 5 you should issue a written report of the problems you are encountering and the procedures you intend to take if you are not satisfied that sufficient improvements have been made. In this case, having already discussed the problem with the company concerned and received a poor response, and not knowing the company well or having

any previous good experiences of them the best approach is to initiate formal proceedings.

A score of 5 for this test shows that you are aware of the most appropriate disciplinary procedures for a range of scenarios. You can recognise where informal approaches are most appropriate as the formal route may worsen the problem at this point. You understand the various stages you might undertake in implementing discipline and recognise the importance of allowing your employee to explain the issue from their view point and formally disagree with you or your actions if they feel it is appropriate.

If you scored less than 5 in this test you failed to recognise one or more of the suggested stages in disciplinary procedures. An organisation is not necessarily obliged to incorporate all of the options listed within their policy; however they are all considered important and appropriate courses of action if employed in the correct manner. There is a requirement for employers to allow their employees to respond to the complaints against them and make a formal reciprocal complaint or appeal if they feel it is appropriate. It is also important to inform the employer of the situation and the claims and procedures they face both in writing and verbally. In certain situations it may be appropriate to take an informal route of discipline; this is not a requirement of disciplinary procedures but is considered a suitable course of action if the organisation deems it so.

9. TEAM MOTIVATION TRAITS

Motivating your team will make sure they work efficiently and happily as a co-ordinated group. In order to motivate your team you must be motivated yourself and

lead by example; be focussed, clear and specific about tasks; set achievable goals; monitor and recognise progress towards goals; maintain energy and momentum in the task; and understand that each individual in your team will respond to different motivations and approaches.

Your team with consist of a variety of characters and personalities and being able to motivate your whole team is essential in developing a well-functioning and efficient work unit. This task focuses on the skills required to ensure that everyone in your team, regardless of their differences, is motivated. There are key aspects of motivation that apply to everyone, for instance it is important to generate a sense of belonging to a team, direct participation in a task, challenges, and reward. There are also common actions that de-motivate individuals such as moving goalposts, a lack of communication and clarity, lack of trust, inconsistency, and poor working conditions.

For this task you are working with the same team you dealt with in the communication skills quiz, their profiles are below:

Team Member A:

Mike is a methodical worker, he likes to understand exactly how things work and hates being unprepared. In his spare time his is a valued member of his local quiz team.

Team Member B:

Jenny is a friendly member of your team who works well in a relaxed and happy environment. She is a positive person but is quite sensitive to pressure, criticism and tends to become withdrawn if she feels vulnerable.

Team Member C:

Tim is new to your team and is keen to impress. He has a short attention span but is always up for a challenge and revels in taking the credit for his work. He puts a lot of energy into everything he does; he has good and innovative ideas and is prepared to defend them rigorously.

Team Member D:

Tony is a well-seasoned professional with a proven track record for excellent results. He responds well to a challenge but can at times be blunt, or even rude in his manner. He resents being told how to do his job and is justifiably arrogant. In his spare time he plays several competitive sports.

You are working on a small construction project and are progressing well on your task. They are enjoying the project and have been promised a celebratory social event if they complete on schedule and produce quality work. However, another, more profitable project is running behind schedule and the Board of Directors has decided that you should cease work on your project and be re-assigned to the larger project to assist them in menial tasks and help them complete on time. This decision does not please your team as they feel it de-values the project they are working, shows a lack of respect for

their skills, and ruins their chances of completing their project on schedule and receiving their reward.

Please select which ONE of the following you would do to motivate your team.

- a) Tell your team you are not happy about the decision either but you have no choice but to follow orders. Suggest that you request that just Tim and Mike are re-assigned whilst the rest of you carry on working on your current project. Encourage them by explaining that the other team needs help and it is only because you work so efficiently as a group that you are being re-assigned.
- b) Tell the team that it is out of your control and if they have a problem with the decision they should tell your boss. Explain that you work for a larger organisation and their project is not a priority. Give them the new site details and say you will fill them in on the new project on Monday morning. When asked, you agree to re-schedule the reward for a later task.
- c) Show that you are not happy with the decision and agree to stand by them if they wish to complain. Ask Jenny to ask each individual for their opinions and compile a letter to send to head office explaining how they feel. Explain to Tim that this is how it always works and not to get his hopes up that they will be listened to. Explain that you will make sure the next project they get will carry the same rewards as they were expecting to get if they completed this one on time. Take everyone for a drink and discuss how under-valued you feel hoping that this will show you are all in the same boat and “bond” you as a team.

- d) Ask Tony to work out a new schedule for your current project and set a new deadline for completion to ensure they can still achieve their targets and reward. Give Mike the brief of the new tasks and ask him to prepare to brief the team later in the day so you are ready to press-on with the new project as quickly as possible. Make it clear to Tim that this will be a good opportunity to meet other colleagues and see how they work, and ask Jenny to introduce him to certain respected colleagues when you start on the new site.
- e) You re-schedule the current project and ensure the reward for completion still stands if they meet the new deadline on their return. Provide details of the new project and ensure them that this is a temporary re-assignment and that you can get back to work on your current task as soon as possible.

The scores for the team motivation quiz are as follows:

A = 1

B = 2

C = 3

D = 5

E = 4

- **Team motivation quiz score 1**

Selecting option 'A' shows poor motivation skills. By suggesting that you split your team will suggest to Tim and Mike that they are not as valuable o the team as their colleagues and will create an awkward working atmosphere making others feel uncomfortable. By complaining about the orders from head office you undermine your authority and spread negativity amongst your team. Forgetting to mention the reward will dent their trust in you and lead to scepticism about any future rewards they may be promised.

- **Team motivation quiz score 2**

You are not motivating your team by suggesting that their work is not valued by the organisation. Keeping your team working as a unit is a positive step, however your negative attitude is detrimental to morale and the lack of details you offer about the new task will lead to uncertainty within your team and might cause certain team members to be nervous or frustrated. Similarly, moving the goalposts and cancelling the reward for this task will de-motivate the group.

- **Team motivation quiz score 3**

Sticking with your team and encourage them to make a stand together is a positive trait, and showing your faith in them by encouraging them to express their displeasure shows that you value their work and have faith in them as a unit. However, indulging in negative discussions about head office will make your team despondent and make dent their confidence and enthusiasm, in particularly in Tim, the newest team member. Placing the responsibility of compiling the letter upon Jenny will make her uncomfortable and nervous which shows that you do not know your team well.

Remembering and re-enforcing the promise of a reward for their hard work shows that the team can trust you but you must be careful not to move the goalposts too much.

- **Team motivation quiz score 4**

Showing that you understand your team have been working well on their current project by re-enforcing the promise of a reward will keep them motivated and feeling valued in their work. Immediately re-scheduling will show you value the current project and encourage your team that this is a temporary interruption. Providing details of the new project will show that you are trustworthy and make your team feel included, particularly Mike who likes to understand any changes and feel prepared for the task in-hand. You need to ensure that you do not dictate changes to the group, making them feel part of the process will motivate them to work as a team and show loyalty to the unit and organisation.

- **Team motivation quiz score 5**

You did a good job of motivating your team. You made them all feel part of the process by asking each of them to undertake tasks that you know will appeal to them individually. You make each of them feel important and show that you appreciate their work and have no intention of abandoning the current project or forgetting their hard work to-date. By remaining positive about the “interruption” to your plans and approaching them as a challenge you will maintain motivation within the group.

10. CRISIS MANAGEMENT TRAITS

A crisis in the organisation or project can seriously disrupt a project leading to budgetary and scheduling problems. In order to deal with a crisis in the workplace there needs to be a well-rehearsed contingency plan to ensure there is a positive, focused and effective response to any occurrence.

The key objectives of an effective crisis management strategy should include the minimisation of the impact of problems on the client; limitation of impacts beyond the organisation (on suppliers for example); protection of the organisation's assets; and adherence to insurance and legal requirements if necessary.

There are a number of key techniques in ensuring crises are managed in an effective manner, this task is designed to highlight how well you would manage a crisis based on best practice advice.

Please consider each of the following courses of action that you may undertake in a crisis situation in the workplace and decide whether you agree or disagree with each of them.

“If I was leading a team through a project and encountered an unexpected crisis that jeopardised the entire task I would...”

- a) stick to the crisis management plan, it is tried and tested and will guide you through any problem

Agree	Disagree
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- b) designate an experienced crisis management team

Agree	Disagree
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- c) immediately “fire-fight” the crisis and come up with a long-term solution
at a later date

Agree	Disagree
-------	----------

- d) avoid telling everyone about the problem, only tell those who need to
know

Agree	Disagree
-------	----------

- e) avoid engaging in assigning responsibility for the problem

Agree	Disagree
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The scores for the crisis management task are as follows:

One point will be scored for each answer that matches those below.

- A) Disagree
- B) Agree
- C) Disagree
- D) Disagree
- E) Agree

If you scored less than five points for this section it is important to note that the following actions are very important to successful crisis management:

- Be prepared to adapt and adjust the plan if necessary. The natural reaction during a crisis is to apply a proven action plan and attempt to impose a solution and trust that it will work. However, each crisis situation will be unique, and whilst you need a strong and reliable strategy you should always be prepared to adapt where necessary.
- Create a crisis management team including individuals with all of the relevant experience, skills and authority. Identifying the best people to advise and manage each aspect of a crisis will ensure that you deal with it in the best way possible. Asking for help in a crisis is not a sign of weakness and you must not be scared to draw on all the resources available to you.
- Avoid quick-fix solutions. Although providing an immediate “sweetener” to improve the situation in that instant may seem tempting, or indeed be demanded from clients, it is important to be thorough in your approach to a crisis. A well thought out, responsive and long-term solution to each unique aspect of a problem is the most efficient form of crisis management.
- Communicate honestly with your team. It is generally accepted that an individual’s involvement in a crisis management situation should be determined by the goals and responsibilities they are accountable for on the task in-hand. However, studies show that this leads to resentment, vulnerability and exclusion of weaker or more junior team members. You then have the problem of a despondent and confused team to manage and you may also be suppressing valuable new ideas and enthusiasm in less experienced colleagues.

- Do not assign blame, focus on solutions. The urge to assign responsibility to particular parties for a crisis situation is natural. Individuals will attempt to distance themselves from blame. However, in doing this they show that they are not team players, are safeguarding their own interests and will undoubtedly detract from the effective management of the crisis.

You should also be aware that it is also good practice to include the following actions:

- Do not ignore the problem
- Do not procrastinate
- Recognise the urgency of the situation but do not panic
- Give priority to the crisis
- Define the crisis and identify all stakeholders and their priorities
- Define priorities, goals and demand results
- Minimise your losses
- Be aware that there will be a trade-off between priorities and stakeholders will have different perspectives on your decisions
- Be aware of other potential problems you may encounter
- After a crisis ensure you de-brief and learn your lessons

Personality Quiz Results

After completing each of the 10 skills quizzes delegates should now have a score out of 5 for each of the personality traits considered important in good leadership. Please enter the score for each quiz and your total score in the table below:

- approachability
- reliability
- self-motivation
- organisation
- communication skills
- delegation skills
- decision making
- initiating disciplinary procedures
- team motivation
- crisis management

Quiz	Score
Approachability	
Reliability	
Self-motivation	
Organisation Skills	
Communication Skills	
Delegation Skills	
Decision Making	
Initiating Disciplinary Procedures	
Team Motivation	
Crisis Management	
Total Score	

The total quiz score is out of the 50 points that were available the whole quiz task. This score is an indicator as to how strong you are as a leader. A score of between 40 and 50

points indicates you are a strong and adaptable leader, similarly, a score of 0 to 10 points shows you have a lot of aspects to focus on in order to strengthen your leadership skills. The table above will highlight your strengths and weakness, and the sections of analysis at the end of each quiz provide insight into different aspects of your personality and understanding of good leadership.

This table will form the main content of your personality profile. You may be asked to complete a series of these quizzes throughout the leadership programme to track your development and progress.

The 11 screen shots illustrate the leadership skills awareness training tool (see appendix D). The first screen shot is the start of the quiz. The user has to click on the “start quiz” icon then the user is introduced to the term approachability and enters his/her surname prior taking the test on approachability (see screen shot 2). Then the user is provided with the first quiz on approachability (see screen shot 3). This screen enables the user to save the chosen answer or navigate to the previous screen and can also take the user to the next question. Once the user has taken 4 questions under approachability, there is recap of the questions and the options chosen by the user (see screen shot 4). Screen shots 5 and 6 are the results of the leadership traits for approachability. This is followed by the other leadership trait i.e. reliability, self-motivation, organisation, communication skills, delegation skills, decision making, initiating disciplinary procedures, team motivation, and crisis management.

After all ten quizzes have been completed the delegate will have ten scores between 1 and 5. As a score of 5 will indicate extreme competence in a particular trait (the ideal score for a perfect potential leader) the closer the overall score is to 50 the more

prepared for leadership an individual will be. There will also be a short report generated by each score, which collated with all ten reports, will generate a personality profile for the individual highlighting areas where they may need to develop in order to become a better leader (see Quiz Outcome Screen). Adopting the developed knowledge leadership skills awareness training tool in this study would facilitate successful implementation of KM related change initiatives in the KSA public sector organisations.

8.4 VALIDATION OF THE AWARENESS TOOL

According to Silverman (1993), validity refers to the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions. Weber (1990), however, defines validity as the extent to which a variable measure or represents what the researcher intends to measure.

The developed awareness tool was validated with six directors from the KSA public sector organisations. The directors had over 25 years of work experience in the public sector management. The awareness tool and guide was sent to the directors through email, together with semi-structured interviews questions to review the developed awareness tool. The directors selected were required to provide constructive feedback on the developed framework.

In this study, during face-to-face interview, the interviewees were asked about the comprehensiveness of the developed knowledge leadership skills awareness training tool. Most of the interviewees asserted that the developed awareness tool has a very high degree of comprehensiveness and in terms of leadership traits covered; the developed has a very high level of leadership traits issues. Furthermore, the interviewees were asked if they think the developed awareness tool would help their organisations to develop knowledge leadership skills and response from all interviewees

was very positive. They considered a knowledge leadership skills awareness tool will help their organisations to identify key leadership traits. Overall, most of the interviewees recommended that the developed awareness tool can be used for developing knowledge leadership skills. The awareness tool can be further tested and revised in both academic and business context. Overall, awareness tool and its validation attempted to address objective 10 of this research study.

8.5 SUMMARY

This chapter has discussed the development and validation of the leadership skills awareness training tool for successful implementation of KM related change initiatives. Ten key leadership traits were considered to be important for implementing KM related change initiatives. They are: approachability, reliability, self-motivation, organisation, communication skills, delegation skills, decision making, initiating disciplinary procedures, team motivation, and crisis management. The leaders currently employed within the KSA public sector organisations, whilst they are extremely adept technically, they require training to fill the soft skills deficit being experienced. Adopting the developed leadership skills awareness training tool in this study would facilitate successful implementation of KM related change initiatives in the KSA public sector. The awareness tool will help KSA public sector organisations through improved awareness and understanding of the importance of leadership traits. The findings from the previous stages of the research study and aspects from critical review of literature were taken into consideration in the development of the awareness tool. In doing so, this chapter addressed objective 10 of the current study, which is “to develop and validate a knowledge leadership awareness training tool for the benefit of KSA public sector organisations”.

CHAPTER 9 : CONCLUSIONS AND RECOMMENDATIONS

9.1 INTRODUCTION

This chapter presents the research aim and objectives. To do so the research process is described, and the conclusions and recommendations are provided.

9.2 RESEARCH PROCESS

Aim	The aim of this research is to investigate the role of leadership for implementing knowledge management strategies in the KSA public sector organisations
Research Objectives	<ul style="list-style-type: none">• To evaluate the critical success factors for implementing knowledge management strategies in the KSA public sector organisations• To investigate and document the perceptions of the KSA public sector organisations on the concept of leadership in a KM context• To critically appraise and document the key traits of a successful leader in a KM context• To investigate and document the key role of leadership for successful implementation of KM related change initiatives in the KSA public sector organisations• To investigate the key drivers that have fuelled the need for developing leadership skills in the context of KM context• To investigate and document the knowledge leadership skills development training programmes that are available in the KSA public sector organisations• To investigate and document key barriers to deliver knowledge leadership skills training programmes in the KSA public sector organisations• To explore the current gaps in the leadership skills development programmes provision in the KSA public sector organisations• To explore and document the evaluation of the knowledge leadership training programmes in the KSA public sector organisations• To develop and validate a leadership awareness training tool for the benefit of KSA public sector organisations
Research questions	<ol style="list-style-type: none">1. What are the critical success factors for implementing knowledge management strategies in the KSA public sector organisations?2. What does leadership mean to KSA public sector organisations in a KM context?

	3. What are the key traits of a successful leader in a KM context? 4. What are the key roles of the leadership for successful implementation of KM related change initiatives in the KSA public sector organisations? 5. What are the key drivers that have fuelled the need for developing leadership skills in the context of KM context? 6. What are the current knowledge leadership skills development training programmes that are available in the KSA public sector organisations? 7. What are barriers to deliver knowledge leadership skills training programmes in the KSA public sector organisations? 8. What are the current gaps in the leadership skills development programmes provision in the KSA public sector organisations? 9. How the KSA public sector organisations are currently evaluate the knowledge leadership training programmes? 10. Is there a need for developing a leadership skills awareness training tool for the KSA public sector organisations?
Research	Qualitative research
Sample technique	Purposive sample
Sample size	42
Sample diversity	Directors, advisors and managers
Data collection method	Semi-structure interviews
Unit of analysis	Public sector organisations
Embedded unit of analysis	Individual employee
Method of analysis	Content analysis
Outcome of analysis	Training tool

9.3 KEY FINDINGS

Research Objective 1: To evaluate the critical success factors for implementing knowledge management strategies in the KSA public sector organisations

Research Question 1: *What are the critical success factors for implementing knowledge management strategies in the KSA public sector organisations?*

An organisation's knowledge resources are complex and multifaceted, ranging from tacit components to knowledge that is explicitly represented. By applying content analysis, the CSFs which emerged from the analysis were grouped into nine categories: leadership, organisational culture, information and communication technology

infrastructure, reward and incentive system, KM strategy, knowledge audit, training and education, knowledge sharing, and knowledge capture. The CSFs have been then put into an ISM model to analyse the interaction between them. A hierarchical model of the CSFs was developed based on their significance by employing an ISM methodology. The developed model highlighted leadership (CSF1) and organisational culture (CSF2) as the most significant factors influencing the implementation of KM strategies in the KSA public sector organisations. The ISM-based model developed in this study provides decision-makers with a more realistic representation of the CSFs for implementing KM strategies in the KSA public sector organisations.

Research Objective 2: To investigate and document the perceptions of the KSA public sector organisations on the concept of leadership in a KM context

Research Question 2: *What does leadership mean to KSA public sector organisations in a KM context?*

Leadership plays a key role in implementing KM related change initiatives in the KSA. It is evident from this study that there are many misconceptions of what leadership meant to them and their organisations in a KM context. Furthermore, there is a significant lack of a common and operationalised understanding on the concept of leadership. Such misunderstanding and contradictory interpretations usually translate into a negative view. Therefore, an industry-wide awareness raising programmes on the concept of leadership needs to be implemented. Also, there is a need to re-assess the leadership skills required by the KSA public sector organisations.

Research Objective 3: To critically appraise and document the key traits of a successful leader in a KM context

Research Question 3: *What are the key traits of a successful leader in a KM context?*

Leadership development has become more vital process for KSA public sector organisations and forcing organisations to address the growing gap in their leadership pipeline. A public sector leadership development strategy reduces turnover of high-potential leaders and transfer knowledge from one generation to the next. The key leader attributes identified in this research through interviewees includes: passion, ambition, daring, dynamic, expertise embodied in “moral” knowledge, farsighted, persuasive, energy, considerate, organised, productive, calm, flexible, optimistic and trusting. One of the most essential tasks for leaders is to create, articulate and build the foundation of shared purpose, vision, and core values that govern the knowledge sharing activities.

Research Objective 4: To investigate and document the key role of leadership for successful implementation of KM related change initiatives in the KSA public sector organisations

Research Question 4: *What are the key roles of the leadership for successful implementation of KM related change initiatives in the KSA public sector organisations?*

This study revealed, ten key roles leadership plays in implementing KM related change initiatives. The most important key role of leadership for successful implementation of KM related change initiatives is creating culture for KM. This is closely followed by developing vision and mission for KM; mapping key knowledge sources; developing

knowledge capture strategies; developing knowledge sharing strategies; identifying and deploying effective KM tools; stakeholder engagement; developing and implementing reward systems; creating structure; and developing and delivering KM related training programmes.

Research Objective 5: To investigate the key drivers that have fuelled the need for developing leadership skills in the context of KM.

Research Question 5: What are the key drivers that have fuelled the need for developing leadership skills in the context of KM?

The current study revealed that the main motivations for public sector organisations in the KSA are to invest in leadership skills development programmes and to facilitate the growth of the department and retain staff. Also the need to motivate staff to ensure they perform to their best of their abilities, followed by the desire or need to equip them with new skills due to changing or increasing demands put upon them. This motivation includes the shift from management to leadership and the need for training in the new skills required to make that transition. Other drivers revealed in this study include: increased efficiency, continued professional development, strengthen teams, increase competitiveness and develop future leaders.

Research Objective 6: To investigate and document the knowledge leadership skills development training programmes that are available in the KSA public sector organisations

Research Question 6: What are the current knowledge leadership skills development training programmes that are available in the KSA public sector organisations?

The findings revealed that lack of leadership skills in the context of KM specific training programmes. There is a range of key topics addressed through the courses on leadership skills development training programmes in the KSA public sector organisations include: personal development; more efficient and effective leadership; team work; create a business plan; the ability to identify strength and delegate well; techniques for developing staff; collaboration; constructing positive review processes; personal development plans; understanding the business landscape; understanding you; personality profiling and whole brain thinking; citizen focused; strategic management; engaging with people; ethics; delivering on commitments; partnering; communication; building and running a team; motivation; management; target setting and meeting; recruitment; team work; budget control; translating theory into practice; presentation skills; management skills; evaluation and understanding of self; and performance management.

Research Objective 7: To investigate and document key barriers to deliver knowledge leadership skills training programmes in the KSA public sector organisations

Research Question 7: *What are barriers to deliver knowledge leadership skills training programmes in the KSA public sector organisations?*

The key barriers for delivering knowledge leadership skills training programmes in the KSA public sector organisations are time, cost, and culture. Organisations adopt a slightly different approach where compulsory training is given priority over work, and non-compulsory development is scheduled around the working day all together. It is necessary to clarify the need for training and justify the expenditure required for it and value for money as the essential aspect of all staff development courses. The culture of the KSA public sector becomes a problematic obstacle to leadership skills training.

Research Objective 8: To explore the current gaps in the leadership skills development programmes provision in the KSA public sector organisations

Research Question 8: *What are the current gaps in the leadership skills development programmes provision in the KSA public sector organisations?*

It is important to acknowledge and address these gaps as leadership skills training is considered to be highly important to the development of individual organisations and the sector as a whole. There are several gaps in the training provision particularly identified by organisations and highlighted through analysis of the interviews that clearly form a substantial gap in the market. In particular these gaps relate to the identifying and empowering leadership styles; translating theory into practice; building on individual's understanding of leadership; facilitating team performance; facilitating a range of different individuals and team members; transforming resistance to change; leadership role in managing knowledge (both within the organisation and on projects); and the culture of high performance (the process of rewarding achievements in order to motivate the individual and the team).

Research Objective 9: To explore and document the evaluation of the knowledge leadership training programmes in the KSA public sector organisations

Research Question 9: *How the KSA public sector organisations currently evaluate the knowledge leadership training programmes?*

The motivations of organisations to invest in training programmes, and the identification of the key qualities they are designed to foster in employees are all fairly

irrelevant if the leadership development training provided does not generate the desired outcomes. The only way to assess the outcomes of training is via evaluation techniques. This study revealed a variety of evaluation methods and techniques including: “manager review”, “feedback and appraisals”, “monitoring”, “self-evaluation”, “focus groups”, “360-degree feedback” and “6 month reviews”.

The majority of KSA public sector organisations rely on employer and employee feedback on performance after training courses to evaluate their effectiveness. However, leadership training is costly, both financially and in terms of employee time, and as such it seems that a more robust evaluation process would be desirable.

Research Objective 10: To develop and validate a leadership awareness training tool for the benefit of KSA public sector organisations

Research Question 10: *Is there a need for developing a leadership skills awareness training tool for the KSA public sector organisations?*

A leadership skills awareness training tool was developed and validated. Ten key leadership traits were considered to be important for implementing KM related change initiatives. They are: approachability, reliability, self-motivation, organisation, communication skills, delegation skills, decision making, initiating disciplinary procedures, team motivation, and crisis management. The leaders currently employed within the KSA public sector organisations, whilst they are extremely adept technically; they require training to fill the soft skills deficit being experienced. Adopting the developed leadership skills awareness training tool in this study would facilitate successful implementation of KM related change initiatives in the KSA public sector. The findings from the previous stages of the research study and aspects from critical review of literature were taken into consideration in the development of the awareness tool.

9.4 CONCLUSIONS AND RECOMMENDATIONS

- It is evident from this study that there are many misconceptions of what leadership meant to them and their organisations in a KM context. Furthermore, there is a significant lack of a common and operationalised understanding of the concept of leadership. Therefore, the recommendation is to have an industry-wide awareness raising programmes on the concept of leadership needs to be implemented. As, there is a need to re-assess the leadership skills required by the KSA public sector organisations.
- The study results demonstrated that leadership is the most important critical success factor for implementing KM strategies in the KSA public sector organisations. Leadership is about preparing an organisation with a KM vision and values that resonate with the team, all employees and key stakeholders. Therefore, it is recommended there is an urgent need to develop and deliver a bespoke training programme to address, improve and measure the effectiveness of leadership skills for implementing KM strategies in the KSA.
- The existing education and training programmes in the KSA need some reorientation. The challenge, therefore, is for business schools and KM consultants to bridge the wide gap in the market place. Therefore, it is recommended that continuing professional development programmes and executive training programmes are developed and delivered to raise awareness about knowledge leadership.

- The majority of KSA public sector organisations rely on employer and employee feedback on performance after training courses to evaluate their effectiveness. However, it is recommended that leadership training is costly, both financially and in terms of employee time, and as such it seems that a more robust evaluation process would be required.
- In order to meet the Saudi Vision 2030, KSA public sector organisations must show leadership. The scarcity of knowledge and expertise is, and will continue to be, a huge challenge for many organisations regardless of sector. The key to successful deployment of KM strategies lies in having a balance between the human, technological and process aspects of KM. It is imperative that public sector organisations view KM as a strategic tool and feel confident and positive about its impact on performance in the long term. It is essential to address the nine CSFs during the conceptualisation, design and implementation stages of KM programmes.
- The study concludes that the leadership plays a key role in implementing KM related change initiatives in the KSA. Leadership is about preparing organisation with a KM vision and values that resonate with the team, all employees, and key stakeholders. The lack of leadership skills is one of the most important challenges KSA public sector organisations face in implementing KM related change initiatives. Therefore, it is recommended, there is an urgent need to develop and deliver a bespoke training framework to address, improve and measure the effectiveness of leadership skills for implementing KM related change initiatives in the KSA public sector organisations.

9.5 FUTURE WORK

This research study has revealed a number of areas for further research and development including the following areas:

- Given that the research reported in this research is largely exploratory by nature and participants were managers, advisors, and directors only, the results presented are only tentative and of limited value for the purpose of generalisability.
- Furthermore, the findings of this research are limited to the KSA public sector organisations only; as such, the level of generalisability outside this context may be very limited. However, we argue that the results obtained are useful to similar developing countries.
- Extending this study using a larger sample with more balanced representation across different public sector organisations will provide relevance of these findings to other countries' public sector organisations.
- Furthermore, attitudes and behaviours towards knowledge sharing vary across national cultures. Therefore, this may limit the applicability of the findings to other countries or regions. It is recommended that more empirical research is required to explore KM-driven public policy development issues in the KSA. This includes an examination of the suitability of the frameworks for different types of public policy, investigating issues such as complexity, cultural and social versus economic objectives, together with greater consideration of practical issues faced by the public sector organisations.

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A: PROTOCOL FOR SEMI-STRUCTURED INTERVIEWS

LEADERSHIP FOR IMPLEMENTING KNOWLEDGE MANAGEMENT STRATEGIES IN THE KINGDOM OF SAUDI ARABIA

SEMI-STRUCTURED INTERVIEW QUESTIONS

Date	
Time of interview	
Organisation	

Name of Interviewee
Position of Interviewee
Organisation/Department
Please kindly tell me a little about what your current job role is in the organisation?	
	<ul style="list-style-type: none"> Can you describe the critical success factors for implementing knowledge management strategies in your organisation
	<ul style="list-style-type: none"> Given your role in this organisation, please explain what does “leadership” mean to you and your organisation
	<ul style="list-style-type: none"> From the job role and responsibilities that you perform in this organisation, please, describe key ‘the key traits of a successful leader in a KM context’
	<ul style="list-style-type: none"> Given your job roles and responsibility, kindly explain the key roles of the leadership for successful implementation of KM related change initiatives
<i>The next few questions will focus on developing leadership skills in the context of KM</i>	
	<ul style="list-style-type: none"> From the job role and responsibilities that you perform in this organisation, please, describe key ‘key drivers that have fuelled the need for developing leadership skills in the context of KM’
	<ul style="list-style-type: none"> Given your job roles and responsibility, kindly explain the current knowledge leadership skills development training programmes that are available in your organisation
	<ul style="list-style-type: none"> Can you explain the barriers to deliver knowledge leadership skills training programmes in your organisation
	<ul style="list-style-type: none"> From the job role and responsibilities that you perform in this organisation, please, describe the current gaps in the leadership skills development programmes provision in your organisation
	<ul style="list-style-type: none"> Can you explain how your organisation currently evaluating the knowledge leadership training programmes
<i>The next question will focus on the leadership skills awareness training tool.</i>	
	<ul style="list-style-type: none"> In your view is there a need for developing knowledge leadership skills awareness training tool

Thank you for your views on the above questions. I would also like to thank you for the time you have dedicated to this research. If you are interested to know the outcome of this research, it would be my pleasure to share it with you.

Consent form

LEADERSHIP FOR IMPLEMENTING KNOWLEDGE MANAGEMENT STRATEGIES IN THE KINGDOM OF SAUDI ARABIA

Consent Statement

- I agree to participate in the above research project and give my consent freely.
- I understand that the project will be conducted as described in the “Information Sheet”, a copy of which I have retained.
- I understand that I can withdraw from the project at any time and do not have to give a reason for withdrawing.
- I consent to participate in an interview with the researcher.
- I understand that my personal information will remain confidential to the researcher.
- I understand that my organisation will not be identified either directly or indirectly.
- I have had the opportunity to have questions answered to my satisfaction.

Print Name: _____

Signature: _____ Date: _____

Contact Address:

Phone Number: _____

Fax Number: _____

Email Address: _____

Dear Sir/Madam

Re: VALIDATION OF A KNOWLEDGE LEADERSHIP SKILLS AWARENESS TRAINING TOOL

I am a PhD student at the University of Wolverhampton, U.K. and currently conducting an interview to validate an awareness training framework titled as above. The aim of this research is to investigate the role of leadership for implementing knowledge management strategies in the KSA public sector organisations. The results of the study will benefit KSA public sector organisations through improved awareness and understanding of the leadership for implementing Knowledge Management (KM) related change initiatives. This discussion aims to gather your responses which will help the researcher to validate a training tool that will subsequently be applied for the effective implementation of KM strategies in the KSA public sector organisations. This cannot be effectively developed without your participation; therefore, you are requested to participate in this research discussion. This discussion is estimated to take about 30 minutes.

In order to protect your confidentiality, privacy, dignity and anonymity, your answers will be attached with a unique code that will only be understood and accessed by the researcher. This will be stored in a password-protected computer that only the researcher has access to. Finally, any data provided by you will be destroyed once the degree is achieved. The project has ethical approval for the study protocol from the University of Wolverhampton, which provides further assurance.

If you have further questions about your participation, please contact me or my supervisor using the details below.

Thank you in advance for your help in conducting this research and I am looking forward to seeing you at the validation interview.

With best regards

Saeed Al Nabt
University of Wolverhampton
Wulfruna Street, Wolverhampton.
England, WV1 1LY

APPENDIX B: DETAILS OF PROFESSIONALS PARTICIPATED IN THE SEMI-STRUCTURED INTERVIEWS

A break-down of professionals who were interviewed for the study

Responsibility of interviewee in the organisation	No. of Interviews
Directors	
• Finance director	4
• Human resources director	5
• Director for citizen engagement	5
• Chief knowledge officer/director	2
• Training director	2
• Technology director	2
Advisors	
• Knowledge management advisor	4
• Training advisor	2
• Knowledge sharing advisor	2
• Capacity building advisor	2
Managers	
• Human resources manager	6
• Training manager	4
• Operations manager	2
Total	42

APPENDIX C: VALIDATION

VALIDATION OF A KNOWLEDGE LEADERSHIP SKILLS AWARENESS TRAINING TOOL

Name:

Professional Background:.....

Position / Area of expertise:

Organisation:

Evaluation of the developed awareness training tool:

1. What is your opinion on the level of coverage (level of completeness) in terms of the overall contents of the developed awareness training tool?
2. What is your opinion on the level of coverage (level of completeness) in terms of the logic (i.e. flow/ sequence within the awareness training tool and how it mirrors what should be done) used within the developed awareness training tool?
3. What is your opinion on the leadership traits covered in the developed awareness training tool?
4. What is your opinion on the level of understanding of the developed awareness training tool?
5. Do you have further comments/suggestions regarding any areas that need to be improved/included/deleted within the developed awareness training tool?
6. Would you recommend the developed awareness training tool for use by your organisation?
7. In your opinion what are the practical difficulties or challenges in the implementation of the developed awareness training tool?
8. Are there any other further comments/ suggestions?

APPENDIX D: SCREEN SHOTS

Module 1: An exercise to highlight individuals' personality traits

LEADERSHIP QUIZ

There are 10 traits considered to be important in leaders, they are:

- ☒ Approachability
- ☐ Reliability
- ☐ Self-motivation
- ☐ Organization
- ☐ Communication skills
- ☐ Delegation skills
- ☐ Decision making
- ☐ Initiating disciplinary procedures
- ☐ Team motivation
- ☐ Crisis management

Start Quiz

Taking each of these traits in turn a short quiz will be undertaken in order to place an individual at some point on a scale of 1 to 5 indicating the degree of strength they have in each characteristic. After all ten quizzes have been completed the delegate will have ten scores between 1 and 5. As a score of 5 will indicate extreme competence in a particular trait (the ideal score for a perfect potential

Screen 1- Start of the quiz

Approachability Quiz

approachability

Approachability is defined as being capable of being approached, accessible, and an individual who is easy to meet, know and talk to and so on. Physical characteristics play a big role in determining approachability, if an individual smiles and makes eye contact they can seem more approachable, in the same way that a friendly demeanor, an air of interest and attention to what others say and do, and a willingness to initiate conversation are considered indications of heightened approachability. These four questions are designed to identify these aspects of a person's personality and draw conclusions from the answers given.

Please enter your surname

Test your approachability

Screen 2- Approachability traits

User Name: Guest **Trait Type:** approachability

Question Number: 1
When you see a colleague for the first time that day do you
 Your response to this question is:
 It depends on your mood, you smile at them if you are feeling happy

When you see a colleague for the first time that day do you

- ☐ Always smile at them when you say hello
- ☒ It depends on your mood, you smile at them if you are feeling happy
- ☐ It depends who it is, you smile at your friends and are more formal with colleagues you don't know as well
- ☐ You are very formal and greet your colleagues officially each morning
- ☐ You don't have time for pleasesentries, you have work to get on with so usually just tell them their tasks for the day straight

Save Answer Previous Question Next Question

Screen 3- Approachability traits quiz

Trait Type: approachability

When you see a colleague for the first time that day do you

When speaking to a colleague would you usually

Which of the following are you MOST likely to do?

If there was a long awkward silence at work Christmas get to

It depends on your mood, you smile at them if you are feeling

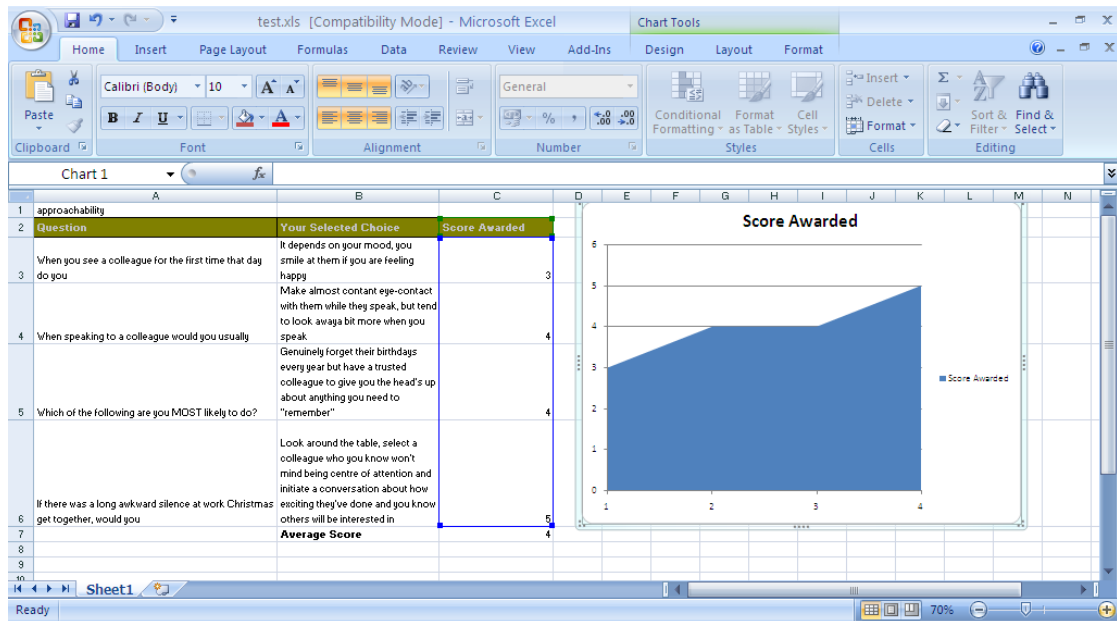
Make almost contant eye-contact with them while they speak

Genuinely forget their birthdays every year but have a trusted

Look around the table, select a colleague who you know won

Finish current trait

Screen 4- Recap of the questions and the options chosen by the user



Screen 5- Results of the leadership traits for approachability

The screenshot shows a web-based quiz interface. At the top, it displays 'User Name: Guest' and 'Trait Type: approachability'. Below this is a text box containing feedback:

This suggests that you are not very approachable at all. You don't smile very much at colleagues, which in itself makes you somewhat unapproachable as you present an air of either indifference or sternness. You are poor at making eye contact, and the fleeting eye contact you do make leads to awkward encounters and demonstrates a lack of confidence in your own abilities, as well as discomfort in communication. You show very little interest in the personal lives and experiences of your colleagues which detaches you from them and makes you even less approachable. You also tend to distance yourself from your colleagues in social situations; this can either present an attitude of superiority or disinterest. All of these qualities make you unapproachable for your colleagues which is not desirable in good leadership.

Below the feedback is a question: **If there was a long awkward silence at work Christmas g...**

The question has five radio button options:

- ☐ There would not be a long awkward silence because you fill them all.usually with embarrassing participation games that
- ☐ Look around the table, select a colleague who you know won't mind being centre of attention and initiate a conversation
- ☒ Resort to "shop talk" with the person sitting next to you
- ☐ Feel relieved as you don't have to bother with small talk anymore, plus you can sit back and "people watch"
- ☐ Start a "small talk" chat with the people around you

At the bottom of the question area are three buttons: 'Save Answer', 'Previous Question', and 'Finish Quiz'.

Screen 6- Results of the leadership traits for approachability

PERSONALITY TRAITS





There are 10 traits considered to be important in leaders, they are:

- ☒ Approachability
- ☒ **Reliability**
- ☐ Self-motivation
- ☐ Organization
- ☐ Communication skills
- ☐ Delegation skills
- ☐ Decision making
- ☐ Initiating disciplinary procedures
- ☐ Team motivation
- ☐ Crisis management

[Start Quiz](#)

Taking each of these traits in turn a short quiz will be undertaken in order to place an individual at some point on a scale of 1 to 5 indicating the degree of strength they have in each characteristic. After all ten quizzes have been completed the delegate will have ten scores between 1 and 5. As a score of 5 will indicate extreme competence in a particular trait (the ideal score for a perfect potential leader) the closer the overall score is to 50 the more prepared for leadership an individual will be.

Screen 7- Personality traits

MODULE OUTCOME


User Name: Guest **Trait Type:** Self-motivation

You are part of a team designing a leisure facility for a national building design competition. It is a prestigious competition and winning would do wonders for your curriculum vitae (CV) and your career. One of your team mates has got a friend on another team and has some sneaky information about their project. Their ideas seem much better than yours and your team starts to panic. As time is running short, they begin thinking it might not be worth their efforts and consider withdrawing from the competition.

What would you do? Please select four actions from the following list.

- ☐ Panic and vote to withdraw
- ☐ Agree that there is no way of meeting the deadline but it might be worth trying
- ☐ Stay positive and convince your team there is no need to panic
- ☐ Agree you are concerned and start to panic
- ☐ Feel a bit worried but think you might as well carry on anyway
- ☐ Draw up an action plan of long and short term goals
- ☐ Break down the task into manageable chunks
- ☐ Get on with it, there is no point sitting around making plans
- ☐ Focus on the deadline and worry about how you are going to get everything done in time
- ☐ After looking at the other team's design you know you have no chance
- ☐ Think about the challenge and press on
- ☐ Express concern about the competition's strengths and worry that you might need a new design
- ☐ There is no time to improve your ideas enough
- ☐ Your ideas are just as good as theirs, stick with it!
- ☐ Their ideas might be better but you should stick with what you have got
- ☐ Focus on the benefits of taking part
- ☐ Cannot see the point of wasting anymore time on this
- ☐ Go along with what the others decide but cannot see the point anymore
- ☐ Feel a bit dejected but think it will probably be worth it in the end

Screen 8- Self-motivation traits



User Name: Guest

Trait Type: Crisis Management

"If I was leading a team through a construction project and encountered an unexpected crisis that jeopardised the entire task I would..."

Stick to the crisis management plan, it is tried and tested and will guide you throug...

Agree

Designate an experienced crisis management team

Agree

Immediately "fire-fight" the crisis and come up with a long-term solution at a later ...

Agree

Avoid telling everyone about the problem, only tell those who need to know

Agree



Avoid engaging in assigning responsibility for the problem

Agree

Save

Finish current trait

Screen 9 - Crisis management traits

MODULE OUTCOME

User Name: Guest **Trait Type:** Initiating Disciplinary Procedures

All disciplinary procedures should provide the employer with a chance to discuss the problem and allow the employee to respond. Disciplinary policies should be clear to all parties and the procedures made available and accessible to employers and employees at the time of appointment to duty.

Please select which of these actions you would consider most appropriate in each of the following scenarios. (Please be aware that you may select the same disciplinary action for more than one scenario if you feel it is the most appropriate)

A. set out the issue and the disciplinary procedure in writing
B. discuss the problem in person
C. provide an appeals procedure
D. provide a complaints procedure if the employer fails to adhere to policy
E. allow an "informal warnings" route

A team member is continually late arriving on site, you have already asked them to pay more attention to time keeping as they are delaying the progress of the project for the whole team but they have not responded. What would you do next?

Select A ▼

You become aware of some friction between two of your team members. It has been an increasing problem for a number of days and is beginning to affect their work and the way the team functions. What would you do next?

Select A ▼

m member. The problem has been being dealt with for a number of weeks but the individual concerned feels they are being wrongly judged and is insisting they have done nothing wrong. What would you do next?

Select A ▼

ore fully on his job during working hours. Despite his usual high standards and reliability he has continued to make errors. What would you do next?





Select A ▼

the budget and schedule. Having spoken to the company concerned you receive an unsatisfactory response and a continued lack of urgency in meeting delivery targets. What would you do next?

Select A ▼

Save
Finish current trait

Screen 10 - Initiating disciplinary procedures traits

MODULE OUTCOME

User Name: Guest

After completing each of the 10 skills quizzes delegates should now have a score out of 5 for each of the personality traits considered important in good leadership. Please enter the score for each quiz and your total score in the table below:

- approachability
- reliability
- self-motivation
- organisation
- communication skills
- delegation skills
- decision making
- initiating disciplinary procedures
- team motivation
- crisis management

Quiz	Score
Approachability	4
Reliability	5
Self-motivation	2
Organisation Skills	3
Communication Skills	2
Delegation Skills	1
Decision Making	4
Initiating Disciplinary Procedures	5
Team Motivation	2
Crisis Management	5
Total Score	33

Exit

Save Result

Personality and understanding of good leadership.

This table will form the main content of your personality profile. You may be asked to complete a series of these quizzes throughout the leadership programme to track your development and progress.

Screen 11 - Quiz Outcome Screen